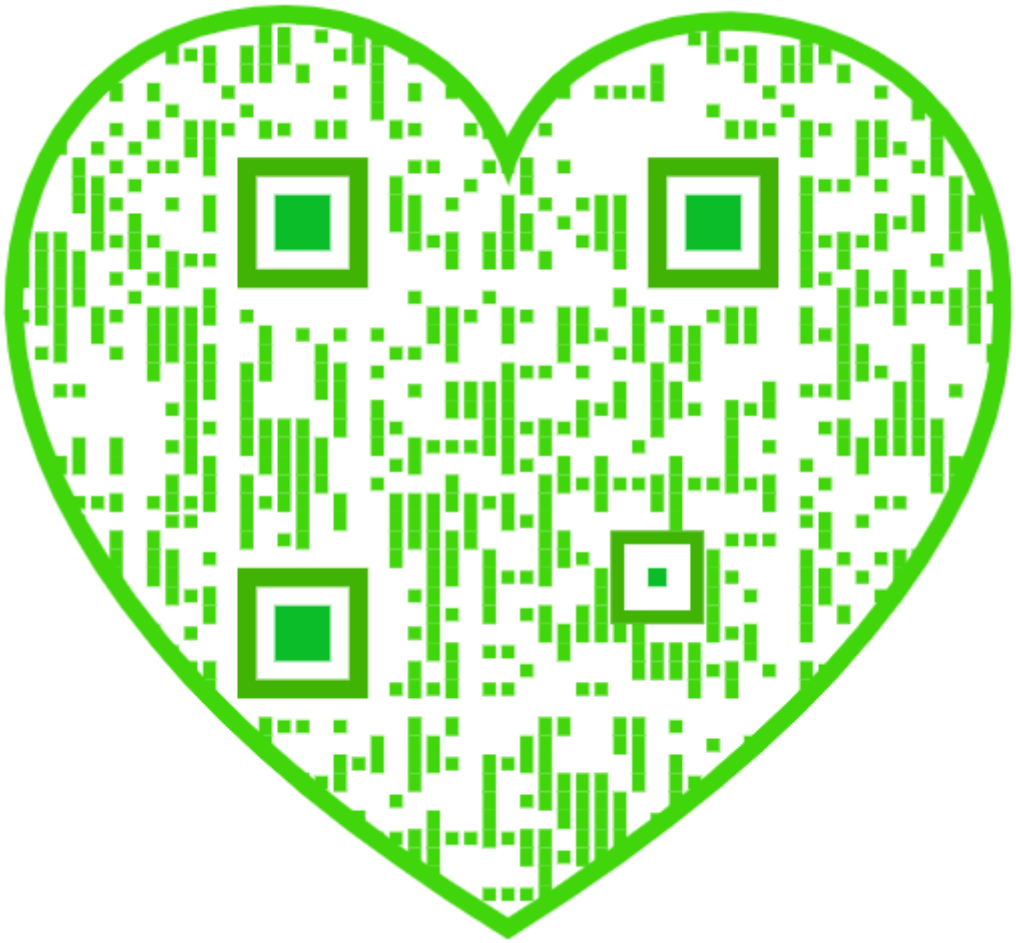

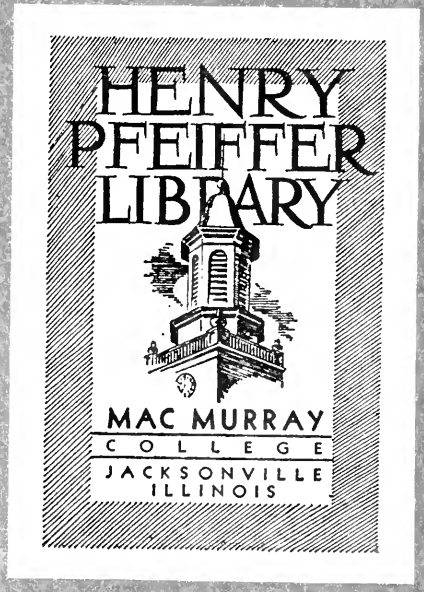

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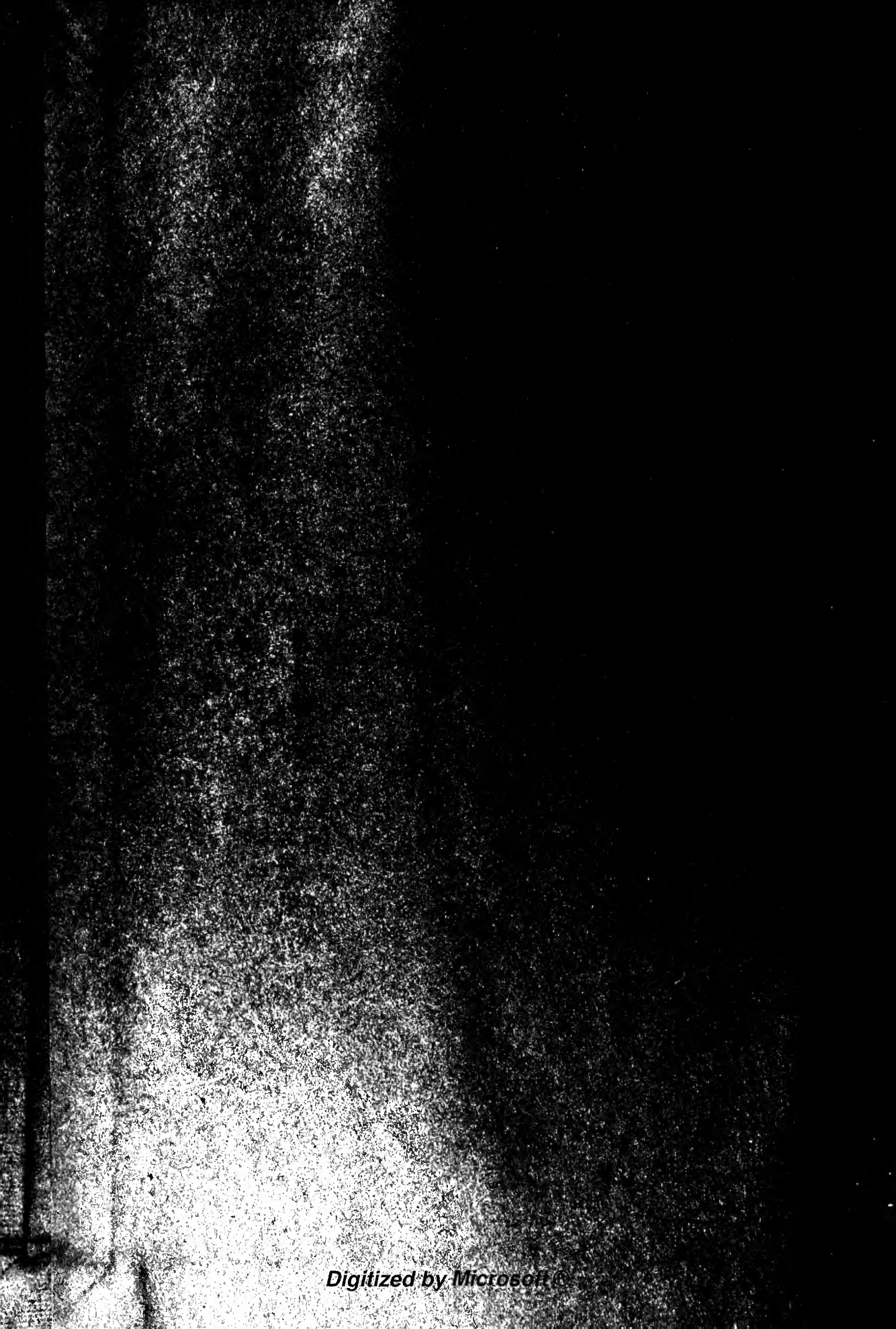
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Dictatorship

FROM day to day now we encounter men we otherwise respect who speak with longing of the order, happiness, internal peace, unity, power for progress which they feel is being achieved in other lands under dictators.

Under modern dictatorships national recreation systems can apparently be achieved overnight. We have always known that the King of Siam could by royal decree say—"Let there be music and drama and laughter, let every one everywhere sing and dance and take part in amateur dramatics, let every one play baseball"—and it was done. But not until recently have individuals dared to suggest that such a type of national planning was attractive to them for their own United States.

In our country we have always been in a hurry. We have not wanted to wait. The speed of making people happy through dictatorship, national or local, has a subtle appeal to the American temperament.

For myself I would rather rot than be *forced* to be happy, to grow, to enjoy music, to live in a world of beauty, to be one of a united contented people.

Democracy is more precious in the realm of happiness, of recreation, of growth, of art, of beauty than in any other world.

I want at least to appear to choose my own ends, my own ideals.

Important as is democracy in government, in economics, in industry—nowhere is it so important as in *fun in living* itself. I do not want any other human being telling me what I am to enjoy, what music I am to dance to, what jokes I am to laugh at, what poems, what books are to command me.

I would rather wander forty million years in the wilderness than to see progress, happiness, growth, achieved by force.

What is true nationally is true in the locality. Though poor standards will never permanently satisfy, though there must ever be for youth exposure to the highest and the best that have stood the tests of time—yet at any given period in any given community there is no gain in attempting by force to establish standards of taste in recreation which meet no answering response in the community. Give any community time and gradually it will come to appreciate the best. But until then and always let the community "be itself." No one who believes in *forcing* individuals or communities is qualified to be a recreation leader.

HOWARD BRAUCHER.

APRIL 1936

24,006

As April's Slipping On By

Photo by U. S. Forest Service

There are the hills and there are the valleys,
And there are the running streams;
And there are the rocks where the deep brook rallies
And whirls through a land of dreams;
And I like to look at the young trees growing
Or turn to the wide, blue sky;
And there isn't much else that I feel's worth knowing
As April's slipping on by.

—*Grantland Rice*

Playing in the Parks of New York

There are activities to suit every taste in the play program which is being promoted in the parks of America's largest city

By JAMES V. MULHOLLAND
Superintendent of Recreation
Department of Parks
New York City

"MORE participants and a larger number of spectators." This brief report from the Department of Parks, New York City, is indicative of the tremendous interest in the recreational activities conducted by the Department—an interest which has never before been so great as in the past year.

"And why not?" might well be the response of the interested onlooker who has seen the special events which the department arranged during 1935.

Outdoor Dancing

There was a program of social dancing on the Mall in Central Park—perhaps the most popular of all the special activities. The announcement was made by the Park Department that the experiment was going to be made of conducting social dances twice a week on the Mall. On the first night there was an attendance of 2,000 dancers and 4,000 spectators. "It can't be done," said the pessimists who were sure the difficulties of supervising and controlling such large numbers of dancers would be insuperable. "You will have improper dancing, and the dances will attract rowdies and undesirable people."

But those in charge of the activities were fully cognizant of the fact that this experimental activity, to reflect credit on the Park Department, must be conducted according to the highest standards. Accordingly twenty-five playground directors were put in charge, and the following rules and regulations were laid down: Girls were not to be permitted to dance together; only couples would be allowed in the dance area; men must wear coats; the dance area must be cleared at the end of every dance; the dance must end with a waltz; no cutting in would be permitted and no improper dancing allowed.

There was a reason for every one of these rules, and although there was considerable discussion as to the value of some of them, the success of the dancing program testified to their efficacy. So popular did the Mall dances become that soon there were requests for social dancing in neighborhood parks. It was impossible to comply with all these requests because of the fact that not enough orchestras were available from WPA. The department did, however, extend the program to five or six other centers. During the winter months indoor dances were conducted in the field houses of the parks.

A Portable Farmyard

Then came an amazing, almost incredible venture—a portable farmyard! Playground directors had reported that many children of congested districts had never seen farm animals such as cows, calfs, goats, pigs, ducks and turkeys. This would never do, the Park Department decided, and so plans were made to construct a barn on wheels and to truck this barn to the various playgrounds in congested neighborhoods. The barn was built with a runway and portable fencing, and the animals were permitted to remain in an area adjoining a playground for a period of three days. A former stableman of the Department of Parks was assigned as caretaker or "farmer" and one of the playground directors played the part of the farmer's daughter.

Many children learned for the first time just what certain animals look like. They saw the process of milking a cow and made the surprising discovery that the eggs which they ate at home came from chickens. There are many interesting stories told in connection with this farmyard. Perhaps one of the most interesting is that of the boy who pretended that he wanted to find his ball inside the farmyard, and when allowed to go inside, suddenly reappeared with an egg which one of the chickens had just laid.

It was also found that adults, particularly those who had spent a large part of their lives in the country or who were natives of some foreign land, were greatly interested and would stand for an hour watching the antics of the animals.

More Portables!

A portable theater also attracted much attention. Actors and actresses from the Service Division of the WPA were assigned to give performances at night for adults. Such plays as "Uncle Tom's Cabin," "A Midsummer Night's Dream," "Brother Mose," "The Rivals," "Tommy," "Earthly Paradise," and such Gilbert and Sullivan operettas as "The Pirates of Penzance" and "Pinafore" were given. These productions attracted audiences of from 2,000 to 5,000 persons, depending upon the neighborhood and the facilities. A schedule was arranged so that this portable theater could visit many of the larger parks in the city.

Portable puppet and marionette shows and a traveling troupe for the playgrounds were organized for the entertainment of the children.

Events on the Mall

In arranging the recreation program consideration was given to the recreational desires, interests and needs of the neighborhood, the interests of the various races, and the ages of the participants. Their interests were found to be varied, and accordingly a broad recreational program was arranged for all the playgrounds and parks of the city. There was need, it was discovered, of having one place in each borough where special events could be held for a large group. Arrangements were accordingly made to have a special event on the Mall in Central Park each night of the week. Two nights were given over to social dancing, one to drama, and four nights to concerts. This year there were larger audiences at the concerts than ever before. This was due perhaps to the fact that the general public had come to know that there was something special taking place in the larger parks each night of the week and they could walk or ride to the places where these events were held instead of spending their leisure time at the movies or in idleness.

Some of the events at Central Park were a Venetian water carnival, a harvest festival, a dance festival and an American ballad contest.

American Ballad Contest

The ballad contest attracted considerable attention. Eliminations were conducted in each of the boroughs, the finals being held on the Mall with fourteen quartets competing. All members of the contesting quartets were dressed in garments of the last decade of the nineteenth century and the Mall was appropriately decorated as an old-time barber shop. Definite rules were issued regarding the songs to be sung and the methods of judging. Some of the selections which were sung were "There's a Tavern in the Town," "Drink to Me Only with Thine Eyes," "Oh, Evelina," "I've Been Workin' On the Railroad," "Wait 'Til the Sun Shines, Nellie," "My Mandy," "Way Down Yonder in the Corn Field," and "Kentucky Babe."

Mayor Fiorello H. LaGuardia and Commissioner Robert

The activities mentioned in this article are only a few of the special events promoted by the Department of Parks. Routine tournaments in basketball, field hockey, softball, soccer, football, checkers, jacks and similar activities are conducted in the appropriate seasons. Finals in these contests attract much attention. The Department's band usually officiates at championship events.

Moses were the honorary judges; other judges included ex-Governor Alfred E. Smith, Luther C. Steward and Sigmund Spaeth. The head barber was Monsieur Henri Grechen of the Hotel Brevoort who is famous as a tonsorial artist. For years Mark Twain visited his barber shop and would only permit Monsieur Grechen to act as his barber. There was an attendance of approximately 20,000 persons at this American ballad contest.

A "Non-Stop" Program

The recreation program of the Department of Parks of New York covers the winter months as well as the other seasons. There are such events as a winter sports carnival, Christmas festivals, one act plays, and snow sculpture contests. One week before Christmas, Christmas festivals were arranged in many of the larger parks. In Central Park the Mall was appropriately decorated and lighted, and a Christmas show was arranged to take place during the mornings and afternoons. The program of this show consisted of an address by Santa Claus, acts by Minnie and Mickey Mouse, the Three Bears, a magician, and clowns and Brownies. These shows proved very successful.

A section of the audience at one of the very popular song contests on the Mall

During the winter months the department organized a traveling troupe consisting of a magician, clowns and a demonstration by Jiggs and Anna, two chimpanzees dressed appropriately in winter sports costume. They rode a bicycle, ate at a table, tumbled and did other stunts. These shows lasted approximately an hour and were given in the field houses of the various parks.

The Department of Parks believes in "non-stop," all-year playgrounds and operates its facilities 365 days of the year. Thus it secures continuity of interest and greater attendance at all of the activities.

A Few of the Activities Planned for 1936

Among the activities planned for 1936 are the following:

Snow sculpture contests and winter sports carnivals — January and February (City-wide contests)

Roller hockey tournament—February and March
(An intra-playground or local tournament for boys 19 years of age and under)

Activities of the Junior Park Protective League—February, March, April and May
(A composition contest with five compositions from each borough eligible for competition and award, and a poster contest on the same basis)

Basketball tournament—February and March
(Limited to representative teams from the public gymnasiums under the jurisdiction of the Park Department. The program will consist of intra-gymnasium tournaments for men and women over 18 years of age)

Gymnasium demonstrations—February
(Team games, group games, gymnastics, apparatus, tumbling, stunts, and club work)

Stunt contest—February and March
(A local event conducted on the playgrounds)

Soccer football—February and March
(A district tournament organized in the local boroughs for boys under 16 years of age)

Outdoor basketball tournament—March and April
(A city-wide tournament for boys under 16 years of age. Medals awarded)

Handball tournament, singles and doubles—March and April
(This tournament is scheduled for boys under 16 years of age and also for boys from 16 to 21 years of age

(Continued on page 41)

"Let's Make Something"

Salt Lake City's Board of Education and the Recreation Department cooperate in a crafts project for boys.

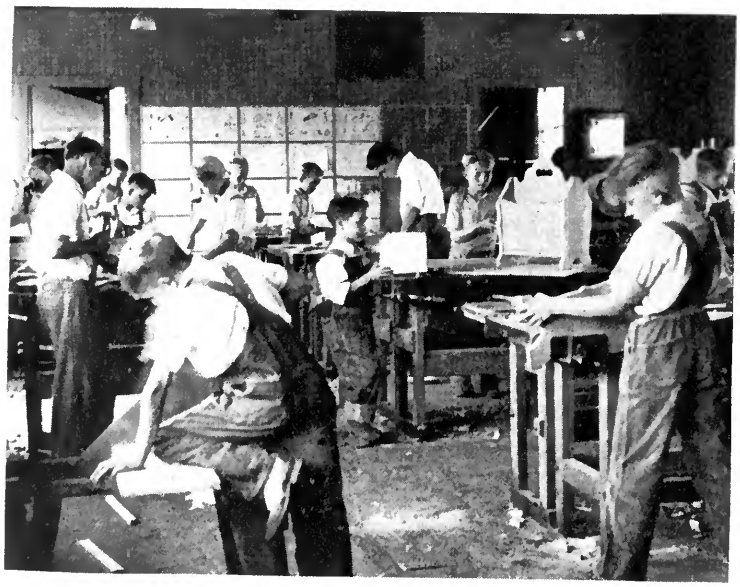
By RAY FORSBERG
Superintendent of Recreation
Salt Lake City, Utah

THE AGE OLD desire to create has led Salt Lake City to incorporate a new handcraft venture in the summer playground program. Comparatively simple woodcraft and metal craft projects have been an integral part of the boys' summer program for a great many years, but the lack of proper facilities, equipment and tools has been a decidedly limiting factor. Advanced projects requiring powered machinery and a great variety of tools have been for the most part an impossibility. Some of the larger centers have been fairly well equipped and supervised but the smaller centers have usually been cared for by itinerant instructors with portable tool kits.

The need for more intensive handcraft programs during vacation months was solved last summer when the Board of Education turned over to the Recreation Department the manual training shops of all the junior high schools for use during the summer months. This concession on the part of the Board was granted on one condition, which was that the instructor in charge during the school year should be made responsible for the summer program. Lost or stolen equipment was, of course, to be replaced by the Recreation Department, but the presence of the regular instructor promised to make this expense a negligible item.

The school instructors greeted the plan favorably when it was discussed with them. A preliminary survey in all the schools of the city indicated that there were over 1,000 boys interested in registering for the experimental summer courses. A fee of 50 cents was decided upon for the weekly classes to be held on Monday, Wednesday and Thursday. Each class was to be three hours in length, lasting from 9:00 A. M. to 12:00 noon, and was to be divided into two equal periods—one for beginners and one for advanced students. One-half of the fee of 50 cents was to be used for the purchase of minor supplies such as glue, brads and jig-saw blades, and the other half was to be paid the instructor as a bonus salary.

Approximately 600 boys registered for the course, or an average of almost 100 boys at each of the centers. This represented practically a capacity load at each center. Every type of woodcraft article was made. Simple materials were furnished by the department but the boys making larger articles furnished their own materials. Wrought iron and tin can articles were made in the metal craft shops adjoining the woodcraft centers. Boy Scouts availed themselves of the opportunity to secure merit badges.



Everything considered the experiment was gratifying. Next summer a more extensive program along the same line will be attempted, and the department feels sure that another example of cooperative effort between school officials and the Recreation Department will be successful.

Summer Playgrounds of 1935 in Action!

Through the assistance of workers associated with ERA, WPA and other governmental agencies, the summer playground season of 1935 was an unusually active one, with greater participation and a broader program than many cities have ever experienced. We report here on a few of the many activities carried on. There may be suggestions here for your next summer's program.

IN REPORTING on last summer's playground program one activity stands out as universally popular. In large cities and small communities handcraft — "making things"—stood highest in the estimation of playground participants.

First of All — Handcraft

Handcraft projects used on the summer playgrounds maintained by the Playground and Recreation Association of Wyoming Valley fitted in with the Early American theme which was woven into the entire program. These included furniture making, a doll house project, hooked rugs, tin can dishes, bead work and Indian craft, and marionette making. The construction of sun shades out of cardboard and wallpaper was a favorite project for hot afternoons. Bracelets were made from ice cream quart cylinders covered with yarn, while waste paper baskets were created from gallon ice cream containers covered with wallpaper.

Although handcraft tools on the Oklahoma City park playgrounds were limited to a hammer, a coping saw, tin snips, scissors, and a few paint brushes, countless articles were created during the summer months and a program was carried on in soap, wood, clay, tin, wire, paper, glass, cloth and cardboard. Prominent store windows were filled with articles every few weeks during the summer giving thousands of residents a chance to see what was going on in the parks. Each park was supplied with at least one specialist in handcraft. In addition, a member of the recreation staff visited the parks giving detailed information on the construction of certain projects. A well-known Oklahoma artist and sculptor was engaged to give instructions in soap and wood carving, and clay modeling. The season closed with a city-wide exhibit held in one of the city's largest high school buildings at which almost 3,000 products were displayed. Winners in the various classifications were awarded ribbons by the Recreation Committee of the Chamber of Commerce.

Ham string belts were a popular handcraft venture for both boys and girls on the summer playgrounds of Salt Lake City, Utah. The belts are made by tying square knots in ham string, which makes an idea cord for the purpose. It is wide, flat, is not shiny, and makes belts heavy enough for boys but sufficiently "dressy" for girls. It may be purchased in assorted colors. Thirty-eight yards of string make a 32 inch belt tied loosely on an inch and a half buckle with twelve strings. The two outside cords (double) are cut eight yards long; the four inside strings are cut in lengths of five yards, six inches. The string for a 32 inch belt costs approximately 8 cents.

The Hawaiian leis made by children proved valuable additions to the Recreation Department's costume shop.

In making the leis a roll of crepe paper is cut in strips one inch thick. (It is advisable to use a paper cutter so that all edges will be exact.) Nine one-inch strips are needed for one lei. Thread a thin long needle with a piece of number 20 thread about one yard long. Tie a heavy knot in the end. With small running stitches sew down the center of the crepe paper. With the fingers push the crepe paper along the thread, gathering it tight. With one hand hold the knot end and with the other twist the gathered paper around and around so that a one inch cable of paper is made. The straighter the stitches down the center of the crepe paper and the tighter the paper is gathered, the more attractive the lei.

Another handcraft project popular in the older girls' and women's handcraft classes was wood fiber flowers. Beautiful corsages, head bands, potted plants and flowers were made from wood fiber, which may be washed. Materials cost approximately 20 cents for the flowers which make ideal Christmas gifts.

Each summer sees an increase in the number of chess players on the public playgrounds of Milwaukee

awarded a beginner's book of chess personally autographed by Isaac Kashdan, a member of the United States international chess team.

In spite of the fact that not more than $3.00 was expended on material, there were 640 articles on view at the annual handcraft exhibit held in Oak Park, Illinois, on All Sports Day. The materials used included scrap lumber, all donated, plaster of Paris, clay fabric, crepe paper, raffia, tin, oilcloth, and wool. Such novel materials were used as dried peas for jewel cases, a beef bone to serve as a flower holder, and tin for masks and jewelry. A special award went to the play leader whose playground submitted the largest and most interesting display.

Something New in Contests

For the past two years children of the municipal playgrounds of Milwaukee have delighted in playing chess. Last summer on 16 of the city's 65 playgrounds 1,068 children were enrolled in the classes—an increase of more than 18 percent over the 1934 registration. Because of the cost of the equipment for the game, the children made their own chessmen in the handcraft periods from the spools on which camera films were wound, with pasteboard or wooden chessmen inserted in the slit in the spools. A contest open to boys and girls of all ages was held in the making of these sets. Requirements were that the sets must be completely handmade, no turning lathe work being permitted, and that they must be made in part on the playground. It was necessary for a playground to have ten entrants in order to have a contest. Sets were judged on the basis of workmanship, originality, use of waste material and practicability. The winner of each contest was

Music

The Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, conducted a most interesting music program centering, as did the handcraft activities, around the Early American theme which carried through the entire playground program last summer. Each playground organized a glee club for boys and girls, and a music week was scheduled for the week of August 8th when all of the grounds gave a community concert. The songs which received special attention were the following:

Appalachian Ballads—Sourwood Mountain; Old Gray Mare; Pop Goes the Weasel

Mining Ballads—The Door Boys' Last Goodby; When the Mines Start Up Full Time

Southern Melodies—Were You There? (Spiritual); Old Black Joe; Carry Me Back to Old Virginia

Sea Shanties—Shenandoah; Cape Cod

Cowboy Songs—Home on the Range; Old Faithful; Last Round Up

Pennsylvania German—Ach Ja; I Love Little Willie; Broom Dance

Flemish—Rosa Let Us Be Dancing

Irish—Galway Piper

A splendid children's band was organized consisting of young musicians all under fifteen years of age. A band for children of high school age was also organized. A leader was provided through FERA, and the Y.M.C.A. gave the association free of charge for rehearsals the use of the auditorium of the old building.

Drama

Handcraft has joined hands with drama on many a playground, and last summer children in a number of communities made marionettes and puppets and with them gave puppet shows.

In one city each playground selected a fairy story, an historical event or an original story, and the marionettes were made accordingly. The three best groups were picked for Saturday afternoon matinees. The plays selected for the first week were "The Seven Dwarfs," "Hansel and Gretel" and "Out of the History Book."

Thirty-seven different plays were given last summer by the children of the Oak Park, Illinois, playgrounds who presented fifty-two performances. Throughout the program the children were encouraged to help in making costumes and designing sets. In one instance a group of boys not only wrote the play but directed it. The plays have been given on an average of every three weeks throughout the year at the playground theaters, as well as before outside groups. The cyclorama, proscenium arch and front curtains, all portable, have more than proved their worth. There is always a waiting list for every play. At one playground an announcement of a forthcoming play brought out forty applicants for parts.

A Model Aircraft Project

Fifteen hundred boys and girls in Santa Clara County, California, are actively participating in a model building program inaugurated last August by the San Jose Recreation Department. With the cooperation of the *Mercury-Herald,* one of the city's daily papers, the department organized the Junior Air Corps of Santa Clara County. About 50 percent of the membership is composed of boys and girls of junior high school age.

Airdromes have been established at ten recreation centers in the city with an instructor in charge. The squadrons meet twice a week for a two hour period of building after school. In addition to the city dromes, about twenty-five dromes have been established in the county through the cooperation of the Santa Clara County School Department. The instructor of the drome is called the drome commander and he aids the pilots with problems of construction. Planes of every size, shape, design, color and type are made by the cadets, and exhibits and air meets are held about once a month. A series of ranks has been initiated from junior cadet at the bottom to chief ace, with a system of points to gain promotion.

Each drome has one formal meeting a week directed by the commander-in-chief of the Junior Air Corps. An interesting program is arranged for the formal meeting consisting of reports from squadron commanders, a talk on some interesting phase of aeronautics by the commander-in-chief, and the publishing of all orders concerning future activities of the corps. A list of promotions is read, and once each month the pilots hold an informal social gathering with refreshments.

The *Mercury-Herald,* co-sponsor of the corps with the Recreation Department, cooperates by publishing a Junior Air Corps column in each Sunday's edition of the paper. This column consists of news from the various airdromes, the results of meets and exhibits, and other interesting features. It also provides kits and books on model building as awards.

In Chicago's park centers are many boys who are skilled in the art of building and flying model airplanes

That Closing Festival

The Playground and Recreation Association of Wyoming Valley brought its ten weeks' playground season to a close with a pageant called "An American Folk Festival." The program included songs and dances of the Early American period with one episode showing dances of some of the foreign countries whose peoples have come to America. Approximately 1,500 children participated.

"Sleeping Beauty" was the theme of the sixth annual playground pageant presented by the Lansing, Michigan, Recreation Department, in which 500 children and a few adults took part. Powerful flood lights were played on the various scenes against a realistic background, the dominant feature of which was a reproduction of an old castle in a wood. The changing seasons were represented by dances. One of the most novel scenes was the toy shop in which the children in fantastic costumes emerged from the shop going through the motions of mechanical toys.

Miscellaneous Activities

Every second week during the summer season a general play day and community evening was held on each playground conducted by the Des Moines, Iowa, Playground and Recreation Commission. On this day the directors made a special effort to have everyone in the neighborhood come to the playgrounds during the afternoon and evening and take part in some activity. The event usually culminated in a picnic dinner, community singing, a program of talent from the community, and a concert by the playground band and movies. The attendance on these days averaged from 200 to 800. The total attendance for last season was 35,149.

Boys with a "yen" to become cowboys were given the opportunity to learn the art of roping last summer when a city-wide roping contest was conducted on twenty-five Los Angeles, California, municipal playgrounds. The contest, open to all boys under twelve years of age in the junior class and all under sixteen in the senior, consisted of competition in fancy and trick roping, with instructions in the art of making, twirling and throwing the lariat by a well-known champion roper. After five weeks of instruction in learning to perform ten roping tricks, local and city-wide contests were held, with finals on August 2nd at the Gilmore Stadium. Six boys, three juniors and three seniors, who came out highest in the finals were given a two weeks' vacation at a famous ranch.

Last summer the Bureau of Recreation of Philadelphia conducted for the first time intra-center whistling contests. Fifteen hundred and sixty-five boys and girls took part in this successful event.

Though for nine years the children of the Oak Park playgrounds have had a playground circus, last year for the first time an audience was invited to see the performance. Two thousand people greeted the bareback riders, animals, trapeze artists, athletes, clowns, musicians and dancers, who to the number of 150 boys and girls took part in the program. In addition to the circus proper, there was a pantomime drill in which 150 more children took part. The costumes of white, silver and black were particularly striking against the large lighted field. The pantomime drill and dances, representing the various phases of the recreation program, were presented by a group of boys and girls ranging in age fom six to eighteen years.

Amateur boxing on the playgrounds of Oklahoma City thrilled 3,000 spectators each week last summer. The City Park Department sponsored and supervised the program, which was very successful. A regulation ring well equipped with rings and canvas floor cover was constructed in 1934, and several boxing programs were held that year. The 1935 program, however, had an early start which was productive of even greater results. More than a hundred boys met daily during the entire season for their workouts. Each Friday night ten or twelve short bouts were scheduled, most of them among the smaller boys from 65 pounds to 134. The smaller and less experienced boys entered the ring with gloves ranging from eight to ten ounces according to their ability. Great care was taken never to overmatch a boy or to allow him to take too much of a beating. Three one-minute rounds were the most popular.

Interest was intense throughout the season, and good officiating and promotion prevented any unpleasant occurrences. At the close of the season a city-wide tournament was held.

Kite flying tournaments are a part of the playground program of the Seattle Park Department. There were three divisions in the 1935 contest: "A" for kites with a strong pull, winners to be determined by the pull registered on a spring scale; "B" for well decorated and graceful kites, and "C" for kite races for boys 12 years old or under.

A Puppet Trailer

Wherever there's a road there's a way now to stage marionette shows in Pasadena, California!

By L. GORDON THOMAS
Supervisor of Special Projects
Pasadena Recreation Department

CONFRONTED with a school reconstruction problem that withdrew from use many auditoriums and assembly halls, the Pasadena Department of Recreation recently put in service a puppetry stage mounted on a trailer.

The stage is completely equipped with front curtain, lights controlled by a miniature switchboard and fixtures for the handling of stage settings. The "bridge" for the puppeteers is as adequate as any that could be installed on a regular stage. The trailer was built on a Model "T" Ford chassis donated by a friend of the Recreation Department.

The interesting "rolling theater" is but one of the features of an expanded program of puppetry club work in Pasadena. Made possible by the discovery of talented men and women in the ranks of unemployment relief workers, scores of marionettes have been constructed to perform as actors in famous children's plays. Complete settings for these plays have been built.

A summer puppetry club attracted fifty children and adults for three sessions each week. The closing recital of club members presented fifty-two new puppets in a variety performance attended by parents and friends.

Some Details of Construction

Chassis—A Model "T" Ford, Star, or similar chassis with straight frame is amply strong and very suitable.

Floor and Foundation—A flat floor 6′ x 13′ is built on the frame of the chassis to provide the necessary room for props, equipment, and space for the bridge on which the manipulators stand, and a part of the stage.

To make the floor, bolt four bolsters, 4″ x 4″ x 3′ crosswise, evenly spaced, directly on the frame. On top of these lay two stringers 2″ x 6″ x 13′, notched on the underside to fit over the top of the bolsters, and bolt securely to the bolsters at a point that will be about twenty inches from the outside edge of floor. Over the stringers place seven floor supports or joists, 2″ x 6″ x 6′ notched on under side to fit over the stringers, spaced evenly and bolted crosswise on to the stringers. The matched or TG flooring is laid lengthwise directly on the joists.

Stringers and floor joists notched to give rigidity to the frame, also make it possible to maintain a desirable distance of 3′ 4″ from ground to top of floor, on a chassis of the type mentioned.

Superstructure — The sides of the superstructure are made of three-ply wood, which comes in 4′ width. The ply wood is firmly attached by metal brackets or braces to the floor, but is on the outside of the edge of the floor and extends 4″ below the top of the floor, so that the top is 3′ 8″ above the floor.

On the front or stage side of the trailer leave an opening in the superstructure 8 feet wide, and in the back provide a hinged door or entrance for manipulators, 2′ 3″ wide. Finish off the bottom of the sides with a scalloped skirting made of the ply wood, about 8 inches wide, except for the 8 feet directly below the stage opening. This skirting should be screwed to the ends of the floor joists and divided into sections that can be taken off readily to facilitate removal of wheels when necessary.

Above the permanent ply wood structure, curtain material is used to enclose all, except the

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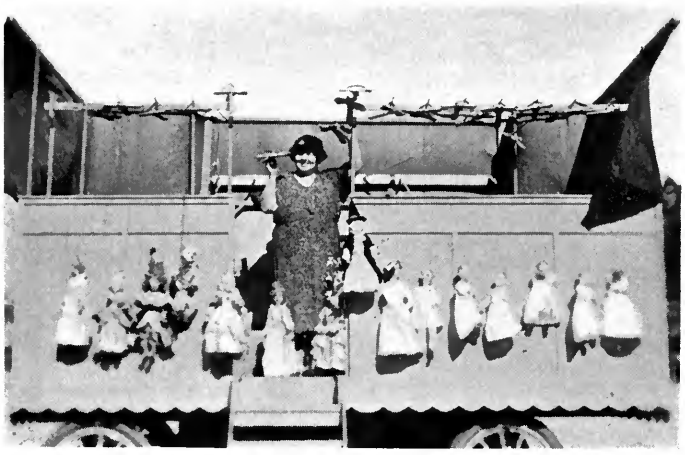


A glimpse behind the scenes at some of the puppets and their manipulator

back, and to carry the front and sides to a total height from floor of 7 feet. The curtains are carried on a framework made of 2″ x 2″ uprights, 7 feet long, bolted to sides at the corners, and across the tops of these uprights a frame of same material is bolted on which the curtains hang.

In finishing the outside of the superstructure the ply wood surface was divided with ¼″ x 1½″ wood strips into evenly spaced panels; three on the ends and six across the back, including the door.

Stage Floor—The usual puppet stage is 4′ x 8′ but to permit use of larger sets this unit provides for a stage 5′ x 8′. The permanent floor of the trailer provides 3 feet of the depth of the stage and the remaining 2 feet is supplied by an extension 2′ x 8′ in size, constructed with 2″ x 4″ joists and the same kind of flooring. The joists of this extension are long enough on the inner side to lap alongside the joists of the permanent floor to which they are bolted, furnishing a hinge effect stronger than can be obtained with hinges. To the underside of extension floor are attached three adjustable legs that can be changed in length to take care of unevenness in ground. In use the extension is lifted up to a plane level with the permanent floor, and when not in use or when trailer is being moved, it hangs down flush with the side of the car.

Stage—The stage proper consists of a framework covered on front and side partially with ply wood. The front is 7 feet high and 8 feet wide, with the upper 3′ 4″ made of curtain material carried on a frame that will fold down when not in use. The opening in front is 2′ 10″ high and 5′ 10″ wide, leaving a panel on each side 1′ 1″ wide and 10″ across the top, on which decorative designs are painted.

Side wings 1′ 6″ from front to rear are attached to the front section, the whole being made movable so that when the floor extension is raised up to position the stage frame is brought forward and bolted to the floor of the extension. A pair of forked travelers are bolted on to each side wing to support the side scenery.

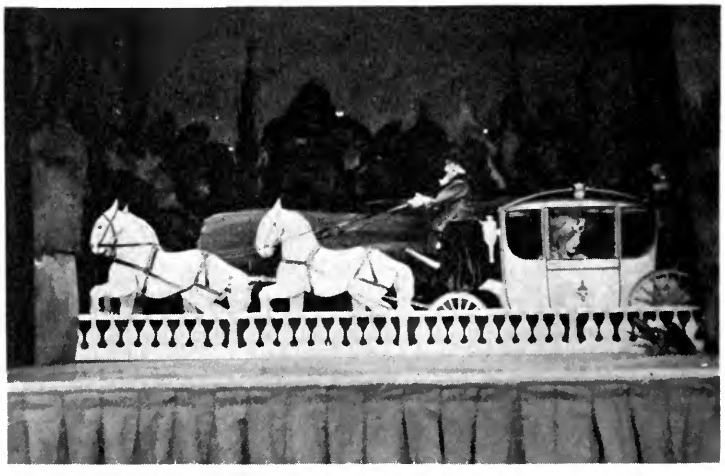
At the direct center of the trailer floor a 4′ x 8′ frame is bolted which serves as the back of the stage. A bridge one foot wide and one foot high and eight feet long is provided for manipulators to stand on.

A pull curtain is used on this unit, being made of plush material, pleated and of maroon color.

Decorations

Very attractive effects can be obtained by painting the sides of the superstructure. In this case circus yellow was used, with paintings in brilliant colors of puppets in the center of each panel.

(Continued on page 42)



Cinderella in her coach comes on the stage to the delight of her admirers

Youth Week on a Newark Playground

By VICTOR J. DI FILIPPO
Director
Oliver Street School Playground

This year Boys' and Girls' Week will be celebrated from April 25th to May 2nd inclusive. Many recreation workers will want to share in the 1936 observance as they have in the past. Further information and a manual of suggestions for each day's program may be secured on request from the National Boys' and Girls' Week Committee, 35 E. Wacker Drive, Chicago.

YOUTH WEEK (April 27—May 4, 1935) was an important occasion at the Oliver Street School Playground in Newark, New Jersey. For several weeks preceding the observance volunteers and club leaders helped the various groups of children with their program and a publicity committee made up of boys and girls of the playground advertised the events throughout the school and neighborhood. All over the playground were announcements, signs and colored posters, while the campaign in the school was carried on through announcements at assembly, notices in classrooms, mimeographed information and verbal messages. The program committee consisted of volunteer playground workers who printed the programs for "Social Nite" and also the tickets required for activities held indoors.

A day was set aside for some special activity or as a time when some special group would demonstrate its ability. Since the main purpose of the program was to secure mass participation, we decided to arouse the interest of the boys and girls through an all sports day on the opening day of the week, Saturday, April 27th. In preparation for this, game areas on the playground were marked off with lime and signs were placed at each marked off area with the name of the event to be held there. Volunteer play leaders were assigned to receive the competitors, check off their lists, and start them immediately in their activity. Seven activities were conducted on this day, four for the boys and three for the girls. The boys' program included punt for distance, basketball foul shooting, baseball throw for accuracy, and the fifty yard dash, while the girls competed in basketball throw for distance, baseball throw for accuracy, and running high jump. The boys and girls were rotated in these activities so that most of them at the end of the tournament had competed in every event. Competition was on an individual basis and a record was kept of the best marks which were posted the next day on the bulletin board.

On the evening of the opening day the boys played in a round robin baseball tournament for which six leaders chose their teams. Each game lasted twelve innings. The team having the largest number of runs at the end of the round robin was declared the winner. The first day showed an attendance figure of 165 boys and 70 girls. This low figure for the girls was not a surprise since previously they had not been responsive to the playground activities.

Activities were resumed on Monday, April 29th, with the girls' tournament day. To insure better attendance than on the opening day, a notice was sent to each classroom during the day inviting the girls to take part in the tournament. A woman director of physical education was asked to cooperate by assigning certain classes to appear for the various ac-

The writing of this report was prompted not by the thought that the Youth Week Program at the Oliver Street School Playground presents any new methods, new activities or startling revelations in the recreation field, but by the whole-hearted response it received. The program was an innovation on a playground located in a section of Newark including colored and white, with a sprinkling of foreign nationalities. With its economic handicaps and poor environment, the district was unaware of its own potentialities. The success of the program was therefore more notable than it otherwise would have been.

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tivities which included volley ball, dodge ball, kick ball, jacks, hop scotch, and rope skipping. Girls under twelve participated in addition in singing and circle games. An actual count made of the girls present showed that 310 had engaged in the tournament. This time the score was kept by class with no emphasis placed on individual participation but rather upon class showing.

This day proved the most stimulating of the entire Youth Week program because it showed that if girls are given space in which to play with proper leadership, they will participate in activities with as much vim and vigor as the boys, who incidentally on this one day were kept on the side lines as spectators—a fact which was brought to the girls' attention with gratifying results! Since that day the attendance of the girls at the playground has increased.

The older girls, we learned as the result of the day's experience, were attracted strongly to kick ball, while the younger girls took more interest in playing dodge ball.

That night two of the older girls' clubs on the playground combined in holding a social and invited the winning class as guests of honor.

On the next day, Tuesday, April 30th, a boys' tournament was held along the same line as the girls' tournament. The cubs, eleven years of age and under, and the midgets, fourteen years and under, competed in dodge ball, kick ball, punch ball, a quoit tournament, and a marble contest. The juniors, sixteen years of age and under, played in six events — volley ball, soccer, fungo batting, run around bases for time, infield throw, and a quoit contest. On the evening of the 30th one of the older girls' clubs represented the playground at a city-wide play festival. This group qualified by winning the play festival conducted during the previous week on each playground.

THE 1936 CALENDAR

April 25th—Boys' and Girls' Recognition Day
April 26th—Boys' and Girls' Day in Churches
April 27th—Boy's and Girls' Vocational Day
April 28th—Boys' and Girls' Day in Entertainment and Athletics
April 29th—Boys' and Girls' Day in Schools
April 30th—Boys' and Girls' Day in Citizenship
May 1st—Boys' and Girls' Health Day and Evening at Home
May 2nd—Boys' and Girls' Day Out of Doors

The playground program was continued with a boxing tournament in which eight 4-man classes were contestants. Rounds were limited to two minutes each, and at the first sign of distress on the part of a contestant the bout was stopped. Unless a capable and efficient referee is available it is not advisable to sponsor any bouts. This is true of any dual combat sport, for the main objective is the enjoyment of the sport on the part of the boys and their welfare should come first. Many times boys are permitted to continue boxing when they are in no physical condition to do so because those allowing the bouts are swayed by the desire of the spectators for action.

Approximately 275 took part in the activities on Tuesday.

On Wednesday, May 1st, our Youth Week program began at 6:30 P. M. and was called skit night. Three clubs presented short one act plays about twenty minutes in length. Between the plays a number of individuals did tap dancing, a sailor's dance, sang and gave recitations. Attendance by invitation numbered about 400.

It rained on Thursday which was to have been a city-wide play day, and so we had a party night conducted along the lines of college fraternity house parties, groups visiting other parties. Many felt that this evening, with the social values involved, was the best of the entire program.

Friday was the last official day of the week and a dance and social was held at which an orchestra composed of members of the playground was an important part of the program. The entertainment was the contribution of the playground dramatic club. The first part of the evening was devoted to short skits, musical selections and vocal solos. Children under fifteen were sent home at an early hour, the adults remaining for

(Continued on page 42)

OUTSTANDING FEATURES OF YOUTH WEEK IN NEWARK

The response of the girls to "Girls' Tournament Day."

The interest boys and girls took in preparing and conducting their own programs.

The enthusiasm with which girls took part in team play as against individual competition.

The successful grouping together of colored and white in athletic events and social affairs.

The highly stimulating and fine efforts of the student leaders.

The fact that the entire week's program did not involve any expenditure of funds.

The high peak of interest maintained through the tempo of the program and rapid changes of events, making awards unnecessary as a means of sustaining interest.

Planning the Easter Party

Easter comes from the Anglo-Saxon word "Eastre"— a goddess of light or Spring whose festival was celebrated in April

WITH THE COMING of April there is a feeling of eager, restless activity and gladness born of the mysterious elixir of the air. Easter brings with its familiar traditions a climax of Spring's joy. A merry and simple party set against the background of charm and dainty freshness of April and Easter can serve as a fitting medium for capturing the season's gladness. Suggestions for such a party follow; it may be used as a whole or in part.

Invitations. Invitations appropriate to the season may be easily and cleverly made representing in shape or design rabbits, Easter eggs, chickens, ducks or spring themes. A note in verse will further challenge your originality in its composition. The invitation for small parties may even be written on an egg (boiled) and mailed in a box. A pre-Easter window shopping trip will net a number of ideas and possibilities which may be adapted or altered to suit your particular purpose.

Decorations. Decorations follow the Easter and spring themes, emphasis being on pastel colors, daintiness and charm. Easter theme cut-outs (rabbits, ducks, chickens, eggs) may be used for table, wall or corner-of-the-room decorations. Streamers, flowers and spring greenery will bring spring and Easter atmosphere to the party room. Easter "creatures" may be made by combining marshmallows, gum drops, Easter eggs, bits of colored paper and toothpicks. These may be used as prizes, as favors at the table or as part of the refreshments.

Easter Bonnets. Easter and spring and fine new clothes come hand in hand; so as the guests arrive see that each is suitably attired for the festivities by having each make and decorate an Easter bonnet. Provide the raw materials on a table, including colored crepe paper, flowers (real or otherwise), feathers, cloth, newspaper, old hats, pins, scissors, wire. Give each guest five to ten minutes to design and make a hat. Each guest wears his "creation." (An egg decorating or Easter animal construction contest might be used as an alternative. Eggs, paint, crayons, pencil, yarn, cotton and paper are provided. Each object is tagged with the maker's name and the Easter march occurs while the judges examine the exhibit.)

Easter March. When the guests are all bonneted, start a grand march past the judges who will select the prettiest hat, funniest and smartest, giving prizes for men's "bonnets" as well as women's. While the judges confer, the grand march progresses through several grand march figures, ending in four to eight columns before the judges for the awarding of the prizes. Incidentally the group is in formation for the next game.

Balloon "Egg" Relay. Use air-inflated colored balloons for "eggs." Two teams line up. The first player in each tosses the "egg" in the air and bats it with the palm of his hand, batting it toward a far wall. The "egg" must not be carried. When the "egg" hits the wall the player may seize it and run back to the next player in line who bats the "egg" to the wall. The first line to finish wins. This race is more quickly and easily said than done, for when a balloon is hit at all upward it takes some time to come down.

German Egg Game. Two baskets, paper, grass and hard boiled eggs are needed for this game. Two teams are lined up. One team tends the baskets, the other does the running. While player one of team A runs to a goal and back, player one of team B takes the eggs from one basket, one at a time, using only one hand, and places them in the other basket. If the runner gets back before the eggs are all transferred he scores a point for his team; if not, the team with the baskets wins a point. The next two in line now compete, number two of team A running and number two of

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team B transferring the eggs. In planning the goal location, the distance apart of the baskets and number of eggs to be used, a little experimentation before the party will be necessary to see that the timing is such that the race will be a close one. Score is kept. Teams change activities, team A transferring eggs and team B running. At the end scores are totaled and the highest scoring team wins.

Easter Mixer. Give each person ten or twelve small candy Easter eggs. One player approaches another with some of the eggs in an outstretched fist. "Odd or even?" he asks. The person questioned guesses whether an odd or even number of eggs is concealed in the fist. If he is right the eggs become his property; if he is wrong he must give the questioner the number of eggs the questioner held in his fist. At the end of five or eight minutes a whistle is blown and the player with the largest number of eggs is awarded a chocolate rabbit or similar Easter object for a prize.

Eggs-pectations. Pencil and paper are given to each guest or to groups of guests. The following couplets appear on the paper, the word in italics being omitted. The guests are to fill in the blanks with words starting with "eggs." The party leader should read a completed couplet to make clear to the players what is expected. The first person who completes the list correctly or presents the most nearly correct list at the end of a period of time wins:

1. Good fortune that for you will wait
   One could hardly *eggs-aggerate.*
2. If you your present tasks will not neglect
   A fine promotion you may soon *eggs-pect.*
3. A lovely trip beyond your fondest dream,
   You soon will journey to earth's far *eggs-treme!*
4. To be an artist you will toil *eggs-pend,*
   Keep striving on, you will attain your end!
5. You wish to find professional success?
   Eggs-ert yourself, results your path will bless.
6. A flyer would you be, keen and alert?
   Then just start in, you'll soon become *eggs-pert.*
7. Ere next Easter comes, you'll surely be wed,
   And make quite an *eggs-ellent* match, 'twill be said.

Bad Egg. A hard boiled egg is passed from hand to hand about the circle. It is described as uncooked and very bad — weeks and weeks old, although in reality it is fresh and hard boiled. The egg is passed about the circle until the whistle blows. The person holding the egg at that moment is out of the game. The last player left in the game wins. If the party is large several small groups can play this game at once, using an egg for each group.

To Easterland. Place colored cardboard eggs, rabbits or chicken cut-outs about the room, on the floor, tables or chairs, or pin them to the curtains. There is one less cut-out than players. Music is played as the players march about the room. When the music stops, everyone must rush to put a hand or a foot on an egg, rabbit or chicken cut-out. The person left without a cut-out is out of the game and a cut-out is removed. The music is played again and the game continues until only one person remains. That person receives an Easter favor for a prize.

Easter Egg Swap may be used instead of "To Easterland" where groups are already too familiar with variations of "Going to Jerusalem."

Scatter many differently colored paper eggs on the floor. At a signal players dash to pick up as many as they can. Then announce that the first to complete a set of six, eight or ten (the number depends on the size of the group) different colors by "swapping" will win a prize.

Rabbit-Gun-Hunter. Each of two sides is to represent by actions a gun (aiming an imaginary gun), a rabbit (wiggling hands at top of head), or a hunter (hand shading eyes). Each line decides upon its part which at a signal they simultaneously pantomime. If one side is a rabbit, the other a gun, the gun side scores a point for gun can kill rabbit. If one side is a hunter and the other a rabbit, rabbit side acores for rabbit can run from hunter.

Music and Dancing. "The Crested Hen," a Danish folk dance, would be appropriate here because of its title. It works especially well if there are more girls than boys at the party, for each set calls for one man and two girls although the parts may be interchanged.

Spring songs and the old favorites, such as "Aunt Dinah's Quilting Party," are appropriate to the Easter season party.

Refreshments. For large parties refreshments might consist of coffee, cakes decorated with Easter eggs or cookies in Easter shapes. Smaller parties might include sandwiches, using egg in some, or sandwiches and deviled eggs, coffee and cake. The table centerpieces might be composed of homemade cotton ducks on a mirror, cardboard rabbits in a carrot or basket centerpiece, or Easter eggs.

Creation in Clay

By MARESE ELIOT
Head Research Supervisor
Recreation Unit, WPA
New York City

JUST WHAT is the earliest form of art? Caves in southwestern Europe reveal scratches in the soft limestone which archeologists call the dawn of art form. It is far more likely that the first artist lived and worked long before sharpened flints and sticks were used to draw these pictures on rock. There are many evidences pointing to the fact that the first artist worked in clay—the essential matter of the world in which he lived. Within burial mounds, graves and rock sepulchers, broken fragments of crude jars and bowls are found mingled with the bones of prehistoric man. The art of the sculptor and the artcraft of the potter must have been ancient when the rock drawings of Europe were but recent scratches.

> "Have you ever held a ball of modeling clay in your hand? Try it. Knead it and press it until it become a mass under your fingers that yields to your slightest pressure; that reflects your thought, your imagination, and becomes submissive to your will. When you have played with such a ball of clay you begin to know the meaning of joy in creation. It is not so much what the modeler, whether he be child or adult, does to the clay, but what the clay does to the person who handles it."

It may well have been that the first artist stumbled by chance upon his medium. A footprint left in the rain-softened clay which hardened and baked under the beating sun so that it held the water of a subsequent shower, probably directed the thought of the first potter. A bit of clay caught and pressed in the fingers may have turned a prehistoric man into our first, though unknown, sculptor. Certainly working with clay, twisting, turning, shaping it must have been a liberal education for primitive man.

The Appeal of Clay as a Creative Medium

Clay as an art medium appeals to all ages from the youngest dabbler in mud pies to the hobby-seeking adult. Old or young, the individual who works in clay becomes a creator—a god in miniature. The clay beneath the fingers is molded and forms created emerge from within the clay into the external world. Perhaps the manipulator alone, whose fingers on the strings of a puppet send life into the inanimate doll, even nearly approaches the sculptor and potter in realization of the spirit within themselves made manifest in the everyday world. Artists who work in clay can feel the spirit within themselves flow through their finger tips giving life to lifeless clay.

All art brings attraction and relaxation in some fascinating pastime. But clay modeling, more than the other mediums, is filled with satisfaction for the artist. Perhaps you have never drawn a line or modeled a single simple form. That does not matter. Satisfaction comes to the amateur with the first touch of the clay between his fingers.

Put clay in the fingers of a child who is restless and difficult to interest either at home or in the classroom and within a few moments he will feel the peace that radiates from the clay. He becomes one with it. Even the irascible adult succumbs to the charm of clay.

Directed in the right way the practice of clay modeling develops the artistic powers inherent in everyone more rapidly and surely than any other type of art handwork. In developing clay modeling there should be very little of routine educational procedure. The work should be regarded not as a task but treated as relaxation bringing joy and the thrill of creation. Anyone embarking on this work should be free to work, developing his own method of handling the clay and restricted only by certain fundamental rules. Children especially will quickly sense the inner creative power as they handle a ball of clay and will be eager to exercise it.

The stimulation of imagination is one of the results of clay modeling. The child naturally perceives the essential qualities of the object he wishes to model. He usually sees it in terms of

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size and shape — the inherent structure of the object he is about to copy. The seeing in this fashion is what the artist terms "mass." This is the beginning of all work in clay. Detail and decoration are of secondary consideration. Seeing the object in terms of "mass" is usually natural for the child and one should seek to develop this instinctive knowledge by describing the model in terms of "mass." Where adults are turning to clay modeling as leisure pastimes, it will be necessary for the individual to draw his attention from the details and decorations and direct it to mass and to planes of surface.

The Procedure

After the object to be modeled has been chosen, the necessary tools are then assembled. First in importance after the medium itself is the board on which the work must be done. Three dimensional models cannot be considered as hanging in mid-air and the board upon which they are placed represents the surface upon which the model stands. Clay should never be worked in the hand separated from the modeling board. Holding the clay in the hand spoils the contours that are completed and after the first steps have been taken, the clay should not be raised from the board. Besides ruining work accomplished, the shape is changed and the clay dried out by handling, and the artist will find he has something which closely resembles the piece of the dough mother used to give him to make his own loaf of bread.

A flat board, not less than nine by eleven inches, is the thing upon which to model. Two pieces of wood screwed across the grain of the board on the under side will serve for supports and will prevent your board from warping beneath the damp clay.

Clay can be procured from any art store and should be stored when not in use within jars. Keep the surface damp, but not water covered. Use an air tight top on the jar. The clay that is known as terra cotta is an excellent choice for modeling for it adds a pleasant color value to fine workability, being smooth and free from grit.

When you are once ready to begin work, arrange your board upon a table or any other support which will be the right height for you. If you decide to stand at your work, you will find that you will have more elbow room and greater sense of freedom and power. However, there are a number of people who can work seated just as well with less strain on the feet.

In modeling the fingers are the most approved tools when laying out the general mass. The thumb and forefinger of each hand should work simultaneously. Use a circular motion of the thumb and finger for curved surfaces and a straight motion when a flat plane is desired.

There are long narrow, curving tools of wood which may be used to make the details of the models where the thumb and finger are too large to obtain the desired effect. However, if the artist has nothing but a match to supplement his fingers, he can still do creditable work. Both tools and fingers should be kept moist when working the clay and a wet sponge should be within reach when the artist is in action. If the work is to be left over night or even for a few hours without working, a damp cloth spread over the clay will keep it from cracking on the surface.

The condition of the clay for use depends largely upon the taste of the individual. All clay must be kneaded or worked upon the board before attempting to model with it. Air bubbles must be forced out and the surface of the clay made smooth and free from wrinkles. No two artists, however, use clay of the same consistency. Some like it fairly firm and stiff; others knead it long and pound it thoroughly on the board, "throwing" the clay in much the fashion a baker "throws" dough, until it reaches the exact malleable condition personally preferred. Only experiment will reveal the consistency of the clay which results in the best work for each individual.

"Durable, lasting for thousands of years, the products of the potter's art tell an inspiring story of man's emergence from a mere struggle for existence to a full and abundant life in which the creation and appreciation of beauty has an important place. Step by step we can follow the development of a picturesque craft that has possibly more facets of beauty than any other; beauty of form, beauty of color, beauty of texture, and beauty of decoration and design."—*Chester Marsh* in *The Girl Scout Leader*, January 1936.

Working From a Model

In working from a model, the procedure should be from general to the particular. Before starting at all with modeling, the general shape or mass of the object to be modeled should be determined. All objects fall into one of the seven shapes of the Platonic solids or into combinations of these seven. It is well to start

with a model that is simple and that is readily seen to have the general shape of a cube, a sphere, or a rectangular plinth.

Having found the essential shape of the model, then the proportions should be noted, character of the mass determined and the light and shade observed.

"True education is literally a drawing from within. No project was better fitted than clay modeling for the task of developing the inner self of our early ancestors to an understanding and an adaptation of the world to his needs. Today modeling in clay remains a vital field that is the tool of true education."

Mold the kneaded clay into the general underlying form. Then work with the fingers the shape of divisions of the object to be modeled. Pay no attention to the details until the large divisions—technically known as "masses"—are modeled into the structure of clay. Children are usually able to see these masses easily. For the adult whose eye is untrained to accept what is beneath without thought of superimposed details, these masses may be most readily seen if the eyes are half closed to look at the model.

A banana forms an easily obtained and interesting model for beginners. That the rectangular plinth is the essential form of the banana can be readily seen. To copy the model of a banana in clay, this plinth should be built up of stiff clay on the board. Smooth out the clay with the moist finger and thumb so that the surface is smooth and press and force the lump of clay into the proper proportions. Curve the clay so that it follows the approximate curve of the particular banana chosen as a model.

Observe the planes of the banana. They are long and convex; in rare instances they are concave. Follow the planes of the model in the clay by smoothing along the length with the moist thumb. Work the clay from within outward to form the edges of the planes. These may be finished with the wooden tool to form a sharp edge necessary. Then model the ends of the banana, drawing out the clay from the center to form the bud and the stem ends and work up the ends of the clay with the curved end of the wooden tool. Smooth over the entire surface with the moist thumb.

After the model is finished it can be detached from the board with a piece of strong string or wire held firm in the two hands and drawn along the board under the model cutting it from its base. Let the clay model dry before lifting it from the board. It can be baked in a kiln, if desired, or, if carefully dried and handled gently, will preserve its form for some time.

Once the feel of the clay has been acquired by modeling such simple a form as a banana, you will find much interest in using the human head as a model. One member of the family can act as a model and the procedure is much the same except in detail.

The Armature

To work in the round, however, artists have found that another piece of apparatus is necessary to prevent effacing part of the work as another surface is worked upon. This apparatus is called an armature. Several types can be used and they are readily obtainable in art stores but a simple type is adequate for the modeling of the head and can be constructed with little trouble.

To make such a simple armature, procure a square of wood with a diameter which will bear a relation to the size of head that is to be modeled. The larger the head to be made, the heavier the weight of the clay and the heavier and larger the base must be made. Then take a dowel or round length of wood (a square, too, is possible to use) with the diameter of an inch to an inch and a half to two inches, according to the size of the head that is to be made. The length, also, is regulated by the size of the head, but from ten to fifteen inches will be the usual size that will provide space for the head and also room to work around and beneath it and to draw out the neck along the dowel. This should be nailed to the center of the square base in an upright position. Upon this upright the lump of clay is forced after it has been thrown and kneaded free from air bubbles and wrinkles.

A more elaborate armature can be made from the same type of square base with the same length of round piping screwed into it. A series of two or three wired loops are forced into the top of the pipe and the hollow inner space between the wires filled with wood chips before the clay is placed upon the upright. This form of armature is excellent for large or life-size models, as the filled wire interior results in a saving of clay and also a lightening of the model.

When You Model a Head

For modeling a head, take a lump of clay larger than the finished head is to be. All modeling is

(Continued on page 43)

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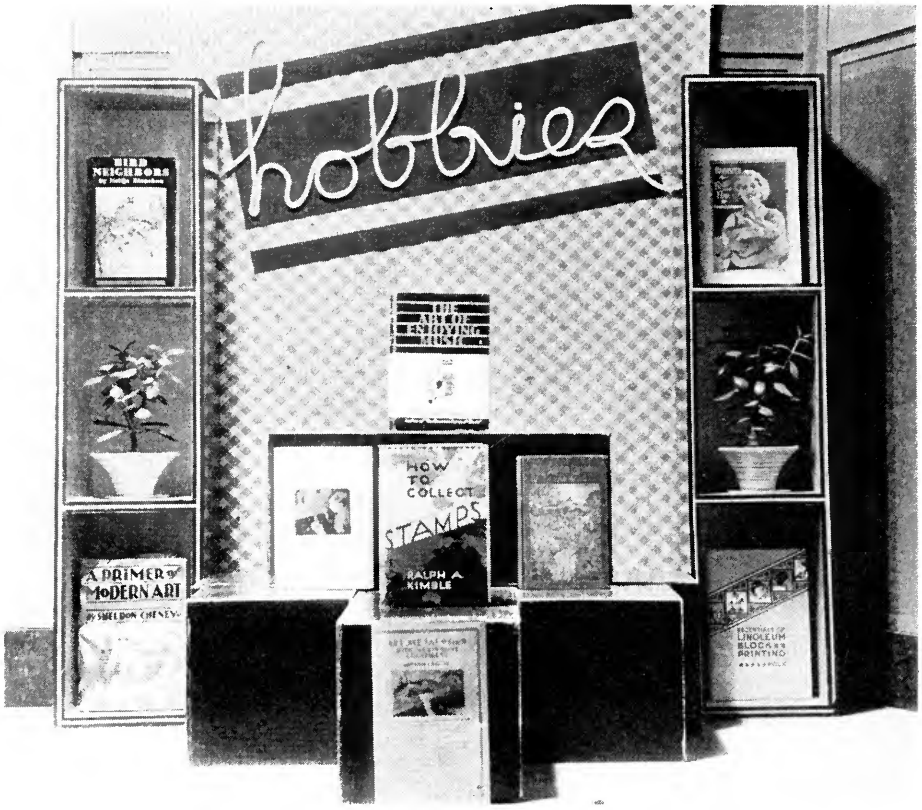
Why Not Ask Your Library for Help?



Books on animals and birds, handcraft, art, music, drama, stamp collecting and other hobbies are featured in this display at the Hild Regional Branch Library in Chicago

The majority of public libraries have books to encourage hobbies and many types of recreation. If you are a recreation leader why not ask your local library to cooperate with you in a series of window displays which will create greater community interest in both reading and recreation? If the library has display windows, use those; if it hasn't, some store will be glad to give space.

The Enoch Pratt Free Library of Baltimore arranged an exhibit of articles costing not more than fifty cents for exhibit in a garage show window

A City-Wide Club for Girls

By IRENE WELTY

Miss Welty, Superintendent of Recreation in Allentown, Pa., served as chairman of the committee which recommended the project to be undertaken. Ever since its inception she has been very closely associated with the administration of the club.

WE HAVE in Allentown the Quota Club, a group of business and professional women who a few months ago became interested in organizing activities for the girls in a district of the city where the police calls caused by the girls were the highest, and economic and social conditions were unfavorable for the all-around development of the individual.

The Quota Club, wishing to make the project a broad one, decided it would be desirable to have it sponsored by all the women's groups of the city. The club held a tea to which it invited a representative of every women's group. At this tea the proposal was made that a coordinating committee be organized composed of a representative from each club whose responsibility would be the financing of a girls' club, the active supervision of which would be in the hands of the Recreation Commission. Following this meeting, the representatives discussed the project with their clubs and at a second meeting called by the sponsoring group, fifteen clubs signified their desire to help. Today thirty clubs are represented on the committee.

A constitution and by-laws were adopted and officers elected. Having decided upon a girls' club as the most desirable project, the next step was the selecting of a building to house the club. Scouting parties set forth and finally a two story building 35′ wide and 75′ high was secured. The building had both advantages and disadvantages. The favorable features were good floor space on both stories, the floor of the lower story being half wood and half concrete, making possible such games as hop scotch and so-called street games; good natural lighting, and a large stage on the second floor. Among the drawbacks were much dirt, an absence of electric lights, heating plant and drinking water, and poor toilet facilities. It was decided that the difficulties could be conquered by man power and money, and the building was accordingly rented at $25.00 a month for nine months beginning September 15th.

The first task was the cleaning of the building. We had a transient home in Allentown at the time and fortunately for us we were able to secure men to work for us who were paid by emergency funds. For about a month ten men worked scrubbing the building, weather-stripping the windows and doing odd jobs of all kinds. The city government gave the services of the city electrician and the necessary wires. The committee paid for the lights and switches. Several second-hand furnaces were contributed and a furnace company which had promised to install old heating apparatus gave us instead a new furnace. The School District had a drinking fountain which was not in use, and this was installed by a city plumber along with a wash basin which had been donated. Thus we solved the problem of improved toilet facilities.

Furniture began to pour in from all sources and soon we had rugs on the floors, curtains at the windows, comfortable chairs, a piano and radio on both floors, an excellent library, sewing machines, material and wool. On Sunday, September 15th, the club, known as "The Haven," was opened and the girls literally poured into the building.

Registration started immediately, girls from six to twenty-five years of age being registered. Today our registration is 540, half being under twelve years of age and the rest over this age. The nationalities are varied with the Ukrainians and Slovaks predominating. When we registered the girls we asked them what they would like to do and on the basis of their interest the clubs were formed. At present these include sewing, knitting, drama, art, social dancing, tap dancing, music, story-telling, and current events. In the near future a course will be offered girls contemplating domestic service. Five teachers, a seamstress and a matron secured through WPA, constitute the staff.

The coordinating committee is responsible for the financing and to date there has been no dif-

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ficulty in meeting expenses. The sponsoring committee is deriving much satisfaction from its work, exemplifying the saying: "Happiness is like jam. You can't spread even a little without getting some of it yourself."

Since the opening of the club we have seen a change in the girls. They are more tractable and take a very keen interest in their club. A few nights ago a pipe burst in the cellar and a little ten year old, observing our agitation, said: "Don't youse have trouble, though! If the kids ain't breaking the furniture, the pipes bust themselves." Our most difficult sixteen year old is now our leader and our greatest asset.

The Christmas holidays meant more to the girls this year than ever before. They love the Haven with its Christmas decorations. "The Hanging of the Greens" was solemnized, and the Christmas party on December 27th was thoroughly enjoyed. The presentation of "Christmas in Other Lands" and "Why the Chimes Rang" will always be remembered.

The Haven has changed the lives of the girls it has touched but to date we have merely scratched the surface. Our hope is that we shall be able to attain the goal set for the club — a haven for girls in every sense of the word.

The problem of recreation for young people, both boys and girls, has assumed such importance in recent years that all attempts to help solve it through the organization of clubs and similar groups are watched with keen interest. An experiment which is being tried in Buffalo is reported here for the benefit of our readers.

What to do about hundreds of unemployed young people loafing about a science museum and disturbing its program and its serious-minded visitors was the problem faced by the Buffalo Museum of Science two and a half years ago, or until it brought into being the Museum Amigos Club to deal with the problem of the leisure time of the young unemployed in the vicinity of the museum. The solution lay in showing these young people, who range in age from sixteen to twenty-five years, how to develop a self-governing organization to carry on an educational and recreational program.

The club is under the management of a counselor provided by the New York State Adult Education Department, who is responsible to that department and who cooperates with the Buffalo Museum. The young people have now become friends of the museum and can be looked to for responsible assistance. A well-rounded program for the Museum Amigos Club is made possible through outstanding community cooperation. It includes social evenings at the museum with cards, checkers, chess and table tennis; a glee club for male voices; dancing once a week in a neighboring church hall; gymnasium classes and basketball games in a public school; basketball leagues in conjunction with other free time centers throughout the city; dramatic classes; baseball teams, playing other centers and neighborhood teams; trips to Y.M.C.A. camps and other sites for outings and picnics, and annual banquets at which the club members spend social evenings with many of the people who are interested in them and their problems.

During the summer months the club members were the nucleus of weekly outdoor dances on the museum doorstep where between 7,000 and 8,000 were attracted by dance music furnished by ERB and where on other nights 2,000 to 2,500 enjoyed concerts under the same auspices.

Of more than 400 present

(Continued on page 44)

A sketch class at the Girls' Haven

Sunday Hikers

By MARY E. MERCER

Do you remember the lines from Po-Chi-I's poem?

"All the year, detained
by official business;
Today at last we got a
chance to go . . . and
In our hearts is stored
what our eyes and
ears perceived. . . ."

Two friends and I had talked for a long time of tramping through the Connecticut woods around Kent. So long, in fact, that we were astonished one day to find ourselves slamming the car door and facing the first scramble up to Kent Rock. It was a clear, still, October Sunday morning.

The carillon in the village church was calling people to worship. We looked at each other and laughed. And why wouldn't we? It was a joyful day, we were delighted to be with each other, and "playing hooky" ever was divine folly. You can't go to church and go tramping at the same time. When the carillon ceased, we concluded with a work-a-day assumption that that was its method of expressing its disapproval of us and our ways and immediately we were plunged into a gulf of self-remorse. Faintly, sweetly, the voices of a boy choir rose to us chanting a religious response. We stood there in that yellow sunshine listening.

Half the fun of walking lies in the guide book and map. Guide books respect the tenths of a mile as solemnly as a full-fledged mile and, after all, there is something ludicrously important about knowing that you have just walked .2 miles.

We left the main highway and climbed .3 miles to the outlook on Kent Rock. The trail blazes on the way up were indistinct and badly in need of paint. In contrast to this the rock itself was a sight to behold. That youthful urge to plaster the landscape with one's initials was given full reign and the boys from the school below had used every color imaginable to this end. The result was quite awful. Its redeeming feature was that the canvas had been restricted to a very small area.

The view from Kent Rock deserved better than the secondary attention we gave it. Kent spread itself out neatly in the small valley and seemed content to have the Housatonic River meander lazily through it.

The guide book takes you from Kent Rock to Glacier Boulder to the Macedonia Brook in three giant strides. It neglects to mention the open meadows gay with autumnal festivity, the grey squirrels which greeted us with much curiosity and scolding, the overgrown lumber road which was a joy to walk on, the flock of partridges which whirred off through the thicket without injuring their wings, or the friendly white cloud overhead which kept pace with us. Guide books are so matter of fact!

The trail follows the Nodine Hollow road for 2.3 miles past some appealing log cabins. Among them one was conspicuously out of place; it was a translation of what modernism thinks of a shack in the woods. Don't you suppose the owners must have been uncomfortable living in it? Most of the cabin inhabitants were back, looking like wistful exiles returned to their native haunts for a day. One man was lying on his sloping cabin roof sound asleep in the sun.

Now and then a car went by and split its attention between trying to stay on the road and to stare at us. That "automobilic" stare is a mixture of things. It certainly contains curiosity, a little envy and wonderment, and an approval which varies! At any rate, it is absorbing.

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Our object was to stay with the dirt road only so far as the trail did. So on we walked and talked and looked at the houses and their people. It sounds civilized, but it wasn't. We turned a bend in the road and startled and were startled by a hauntingly beautiful deer. It didn't dash away frightened, but conscious of its grace and poise it loped leisurely across a wide meadow and into the woods beyond. We gazed after it, feeling that once in the woods it peeped back at us.

It was so pleasant on the road that we didn't notice the trail leaving it. I think hunger was our excuse; it is always a legitimate one. We sat on a plank bridge swinging our feet as we ate our sandwiches. The little brook sparkled up at us whimsically but for all its guiles it looked chilly. Then we discovered a new sport: whenever a car inched by us there came a delicious moment when it seemed questionable just who had possession of the bridge.

I hate to admit just how long it took us to become aware that we had missed the trail. While we were explaining it to each other, bent over the map, a game warden appeared from nowhere. He was a laconic individual dressed in his Sunday best which consisted of olive-green breeches, properly creased, a khaki shirt and an open dark blue coat with a silver badge. He wore puttees and a span-new sombrero and walked with a staff. For all of that he looked like a college professor off masquerading. He had white hair, black-rimmed, tortoise-shell glasses and an intelligent, dreamy face.

When he learned what we were looking for, he reckoned that we had missed the trail about a mile back. We looked at each other. One, or maybe two of us might have been that unobserving, but how all three of us had missed it was incomprehensible.

"Did you see the red tractor by the side of the road?" he asked.

We admitted we hadn't.

"Humph, probably been looking at the road," he grumbled as he walked away disdainfully.

We protested in vain. Our woodcraft could have been bought for almost any price at that point.

It was a little too late in the day for us to retrace our steps, but the map showed that the trail came in on this road farther on. We looked up regretfully at Cobble Mountain and Pine Hill where the trail beamed benignly down upon us.

When we turned a bend in the road we saw our warden friend standing, feet astride, leaning with both hands on his staff, staring into Macedonia Brook. At first we thought he hadn't heard us and we made talk to warn him of our approach. Warning, indeed. He said softly, without turning around.

"Rainbow trout."

And he pointed with his staff. One trout was swimming lazily around a sunken log in the middle of Macedonia Brook. The warden half forgave us for our silent admiration.

It appeared that he had been feeling very indignant toward what he called the "public." The newspaper had published a notice each day for a week that fires were banned and yet the "public" came to Macedonia State Park on Sunday with uncooked steak dinners. We had noticed the "No Fires" signs planted in the center of each fireplace along the way. The public seldom believes in signs.

We soothed the warden somewhat when we told him how much we liked his park. There was a series of camp sites and picnic grounds strung along the winding road. Each spot was small and a good stone's throw away from the next, which gave each group a privacy most state parks do not have. Its rusticness was its own and not man-made.

Not long after we had started off again, we saw the trail waiting impishly for us down the road. We met and went on; it was a nice road, after all, and the rhythm of walking was good. We met few cars and fewer hikers. There is something fraternal about meeting other hikers; it is as if you shared a secret.

When the sun was getting pale and the light warned us that it was leaving us, we left the road for a trail that led up to a rocky bluff, Caleb's Peak. We had walked a semi-circle and Kent lay

(Continued on page 44)

CLIMBING

It's the feel of the rocks and the
turn of the path,
And the vista now and then;
It's the flower in the rock, or
the call of the bird
That bids you leave the glen.
It's the cool of the air, and the
steady climb
That makes you feel alive;
And the view at the top is the
best of the lot
When you at last arrive.

Marjorie Stickney

Organizing a Hobby Show

By HENRY FERRIS DONN
New York City

A COLLECTION of hobbies representing the interests of people between the ages of seven and seventy from twenty-three different countries is something not to be missed. This was the opportunity offered the people of New York's lower East Side during Easter week last year in an exhibit sponsored by Christodora House, a non-sectarian organization providing cultural facilities for one of the most congested areas of Manhattan.

Realizing the latent talent represented in the people of the neighorhood, Christodora House determined to open new fields of interest to the people wandering in the labyrinth of social change and at a loss to know what to do with their new leisure. A hobby show, it was believed, would stimulate their interest by presenting a cross section of the leisure time activities already being followed by people in their own community.

How It Was Organized

Organization was centralized in one individual known as the chairman of the hobby show whose duty it was to form a central committee and to integrate the duties of the various subcommittee. Each member of the hobby show committee served as chairman of a subcommittee responsible for one particular phase of the project. The committee in general charge consisted of the following members who were selected from their respective departments:

Chairman of Publicity. The editor of the house newspaper served in this office and was assisted by members of his staff, the art class and poster painting groups.

Chairman of Properties. The stage manager of the Dramatic Club headed this division. The Play House was selected as the place for the exhibition because it provided ample wall and floor space.

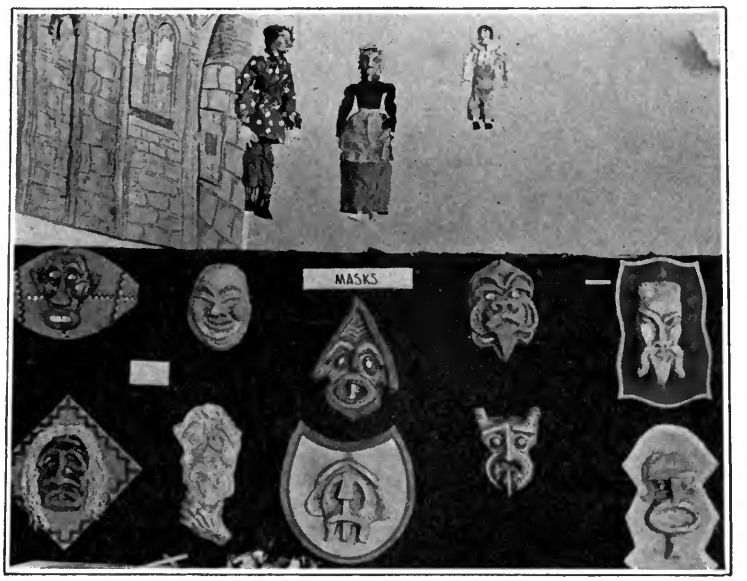
Chairmen were also selected for each of the following handcraft divisions: Graphic Arts, Plastic Arts, Crafts, Woodwork, Models and Collections.

There were also chairmen for dramatics and athletics who arranged for special programs demonstrating other Christodora activities, at the same time providing entertainment for guests.

Meetings of the hobby show committee were held several weeks prior to the show for the purpose of setting up the machinery of the exhibition.

Making the Hobby Show Known

Mimeographed handbills announcing the hobby show were sent to all the social agencies, schools, libraries, churches and recreation centers in the community. School teachers cooperated by writing notices of the event on their classroom blackboards, and announcements were made from assembly platforms. Newspapers in the community cooperated in giving ample space for publicity. Posters were made in the art classes and distributed for display in near-by schools and libraries.



Programs giving in detail the list of athletic and dramatic presentations and demonstrations were mimeographed and distributed throughout the community. These

various means of publicity made it possible to reach a large part of the population.

Caring for the Exhibits

In inviting people to bring their hobbies in for demonstration purposes, a responsibility for their care was assumed by the House. Many of the items brought in were valuable and would be difficult to replace if broken or stolen. As each item was brought in it was recorded on a numbered card which contained the name, age, address and telephone number of the exhibitor. In addition, the condition of the article to be displayed was recorded. The exhibitor was told when to call for the article. Before leaving he was asked to sign a card releasing the House of any liability for the exhibits. Assurance was given that all reasonable care would be taken of the articles but the House could not assume liability for any accident. All of the exhibitors were cooperative on this issue.

The name and age of the exhibitor were then placed on the article. It was turned over to the chairman of the particular division in which it was classified. Exhibits which were displayed by the various classes of the House had on them a card upon which was typed a short history of the class, the leader's name, time of meeting, fees, if any, etc.

The Hobby League fostered by the Philadelphia Playground and Recreation Association and numbering 2,000 members, is using as headquarters an old school building. The following schedule shows the types of clubs meeting at the center: Monday—handcraft, dramatics, dance orchestra, music appreciation; Tuesday—photographers, writers, woodworkers, contra and folk dancing, piano lessons; Wednesday—marionettes, dramatics, a mixed chorus, rhythms; Thursday—art, symphony orchestra, tap and social dancing, a coin club, men's chorus (postmen); Friday—dramatics, symphony orchestra (advanced), a piano class, hiking club and public speaking.

The Exhibits

The various classifications follow.

Graphic Arts

Architectural drawings	Oil paintings, portrait
Charcoal sketches	Oil paintings, still life
Compass charts	Pastels
Costume designing	Pen and ink sketches
Crayon drawing	Pencil drawing, copied
Dress designing	Pencil drawing, original
Map making	Poster designing
Oil paintings, landscape	Water color painting

Mineral sketching on porcelain

Pictures that were in frames were suspended from wall brackets. Those that were not framed were pinned on pieces of burlap tacked on the walls. If mounted on cardboard they served as a background for the table displays.

Plastic Arts

Clay modeling	Plasticine modeling
Lead casting	Plaster of Paris casts
Life masks	Pottery
Marionette making	Sculpturing
Mask making, papier-maché	Soap carving

Stone work

Special four foot stands were made of wood to hold the larger casts of clay. The masks were pinned to a piece of black cloth that was draped over a wooden frame which served as a background for one of the display tables. The rest of the material was displayed on long office tables that were covered with inexpensive cloth or sheets.

Crafts

Archery craft	Needle craft
Basketry	Pewter
Bead work	Pounded metal work
Belt making, cord	Pyrography
Bookbinding	Rope brush work
Brass tapping	Rug making, Early American
Crocheting	Sheepskin craft
Dressmaking	Silver craft
Embroidery	Tin can craft
Fibre craft	Weaving
Glass silhouettes	
Indian lore	
Iron work	
Jewelry	
Knitting	
Lace work	
Lamp shade construction	
Leather work, tooled	
Leather work, untooled	
Linoleum block cuts	

These articles were placed on tables that were covered with sheets. Care was taken in placing the material so that everything could be easily seen. "Do not handle" signs were placed on every table. The leaders of the various crafts were on hand at all times to answer any questions pertaining to their work. As much as possible of the material was covered with glass panes that had been obtained from desk tops in the building.

Woodwork

Easel construction	Toy making
Furniture making	Ukulele construction, cigar box
House construction	Wood carving
Marionettes	Wood turning
Model construction	

This exhibit was placed on tables. Easels were used to hold other sections of the exhibit.

Collections

The collections were an outstanding feature of the exhibit and aroused special interest. They included the following:

Coins from many lands

(This exhibit was placed under a glass pane, the glass being made secure by sticking it with adhesive tape to the bed sheet which covered the table.)

Stamps from many lands

(A large map of the world was drawn by members of the art class and the stamps were placed on the countries from which they came. Large albums and material used in pursuing this hobby, such as magnifying glasses, tweezers and stickers, were placed on the table with the stamps.)

First day covers

(This was a very valuable collection loaned by the man who ran the elevator in the building. It was placed under glass.)

Cachets

Autographs from personalities in the musical world

Club newspapers

Club albums and scrap books

Collection of United States pennies

(These were placed in slots cut out of a piece of box wood and made secure in the wood by glue. Pennies dated from 1880 to 1934)

Photography

(This collection was mounted on large sheets of cardboard and served as a background to the table exhibits.)

Shell collections

Collection of leather skins

(These were a good background for the leather craft exhibit.)

Knot boards

Mounted rattlesnakes

(Hung from wall brackets.)

Buttons

(Pinned to a sheet of cardboard.)

Tools

(Mounted on ply board.)

Precious and semi-precious stones

(These were shown in a locked case and were mounted on small pieces of cotton which were placed on little pieces of cardboard.)

Collection of small handmade motors

Match box covers

(Mounted on cardboard and placed on an easel)

Human embryos

(This was a collection of twenty-eight human fetuses from one week to six months. They were especially stained to show the bone growth. This is a hobby of one of the medical students living at the House.)

Theater tickets (in a folder)

College scrap book

Guppies (in a tank provided by the collector)

Many of these collections were very valuable and great care was taken to safeguard them. Small cards on each collection told the story of the hobby and many of the collectors were on hand to answer questions.

Models

Ship models	Boats
Air planes	Model houses
Miniature stage sets	Miniature motors
Large lathe	Bagatelle set
Ox carts	

Demonstrations

The dramatic group of Christodora House presented several plays during the week in which junior, intermediate and senior boys and girls participated. Demonstrations were given by members of the various House groups in folk dancing, singing, swimming and diving, basketball, foul shooting, handball, volley ball and ping pong. No admission charge was made to any of the demonstrations or to the hobby show itself.

It was found that the best policy was to admit children only in the afternoon from 3:30 to 5:30. Adults attended from 7:00 P. M. to 10:00 P. M. Over 3,000 people visited the exhibit during the week and over 100 different hobbies were on exhibition.

Results Secured

The show served its immediate objective in that it presented to the people of the community a cross section of the leisure time activities of their neighborhood. There has been an increase in the art and crafts classes at Christodora House since the exhibit. Two of the exhibitors were so impresed by the many inquiries about their work that they volunteered to lead groups in the House.

The consensus of opinion was that the exhibit had proved its worth and that it should be repeated next year on a larger scale.

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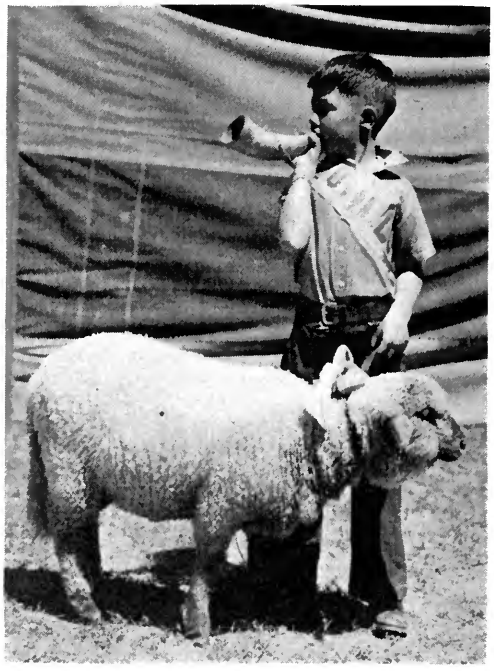
Palo Alto's May Festival

By KATHERINE PEAVY

MAY DAY is Play Day in Palo Alto, California, and on that day, or on the first Saturday in May of each year, literally the whole town forgets its troubles and joins in the festivities planned to occupy every minute from nine in the morning until bedtime.

The first May Festival was held sixteen years ago at the old community center (now the veterans' building, as Palo Alto has a fine new civic center at Rinconada Park) on the lawns under the spreading oaks. Each year the enthusiasm and interest increase, for the community has discovered how delightful it is to play together.



Kathleen Norris, novelist, journalist and philanthropist, guards her chairmanship of the May Festival committee jealously. All through the year she plans for the occasion, and when the next year rolls around she has already interviewed representatives from the various service organizations asking—and receiving—funds and aid, and has "nagged" the police department until she has extracted a promise to clear the streets for the parade.

That the May Festival is "more fun than a circus" is attested by Mrs. Norris herself who, upon spying a group of shabby little boys gazing longingly at the hot dog stand, generously supplied the coveted nourishment and observed, "I'm sorry I had to be out of town when the circus was here last week. I had planned to take a lot of you to see the performance."

"Oh, that's all right," replied one boy, "I'd lots sooner go to the May Fete. It don't cost so much and you can stay all day long."

The Parade Is On!

Mrs. Norris plans each year to have some sort of unusual feature for the parade. One year she brought home from a trip abroad a small Castilian donkey and cart which, with a man dressed in native peasant costume, proved quite a sensation. Another year she arranged for an enormous long-horn steer—horns and all — weighing a ton, to be led in the parade by its owner, dressed as a toreador. This year, baby leopards, monkeys, a curly white donkey and a baby lamb with its mother were brought down from the Fleishhacker Zoo in San Francisco for the occasion.

Other oddments of the animal kingdom marching in the parade this year were white mice, lizards, chickens, cats and birds all on express wagon floats, dogs, a coti-mundi, goats and thirty or more horses and ponies. The parade, as usual, lined up along University Avenue, the main business section, and marched down the avenue to the veterans' building. The parade was led by an officer mounted on a motorcycle escorting an Alaskan dog team and sledge. Behind them came the Palo Alto Military Academy band, smartly turned out in full regalia, then the May Queen, a tiny miss attended by two colored attendants and her court, floats of all sorts, juvenile organizations in uniform, animals, doll buggies, wagons and tricycles, all elaborately decorated, and finally the ponies and horses. Girl and Boy Scouts kept a watchful eye upon the smaller children in the parade, lending assistance with doll buggies or fractious pets, or treating thirsty animals to generous drinks of water. Among the several thousand spectators who lined the streets to cheer and marvel and call friendly greetings to the participants, was Mrs. Herbert Hoover whose own dog, "Weegie," was an entrant.

After the parade reached the veterans' building, the May Queen with her attendants was escorted to her place on the stage of the outdoor

theater and presented to her subjects. "Hello," quoth her small Highness as she was lifted to the microphone. This ceremony over, a program was presented by the various races of children which included songs, dances and a playlet. The May Festival is International Day for Palo Alto as well, and the festivities would not be complete unless all the several nations and colors in the community were represented in some way.

The judging of the pets, floats and wheel toys is always a serious business, but suffice it to say every owner goes home happy and satisfied, as those who do not win places in the first three classes receive ribbons proclaiming a "special award." So there are never any tears!

The Pageant Program

It is eleven o'clock by this time, and the hot dog stands, ice cream counters and luncheon booths are doing a rushing business. But as soon as the keenest edge has been taken off the appetites, crowds begin to move toward the bleachers on the lower green to witness the May Day pageant. In this sylvan setting, banked by shrubs and trees, two hundred or more children take part each year in some locally written dance drama depicting either a fanciful or an historical event. This year the idea centered around the various holidays which gather to select a holiday for all. All the dance studios in town cooperated with the Children's Theater to make the performance a success.

After luncheon, an old time vaudeville show is presented in the open air theater. While the features of this event are usually professional performers such as magicians or jugglers, there is an added opportunity for local talent.

Everywhere on the grounds there are things for sale such as balloons, peanuts, candy, flowers and food. All one needs is a string of tickets costing a nickle each which may be exchanged for anything desired. These tickets are purchased from the central cashier, and the plan simplifies the financial system enormously. The funds cleared from the May Festival are used each year for civic betterment. Sometimes it is spent for repairs or materials for the recreation center, or for playground equipment, but always it is diverted into channels which mean happiness for the children of the community. Practically all the labor, food and other items for sale are donations, so the expenses for the event are not great. A small fee is charged for entries in the parade, for the pet show, hobby show, vaudeville and international program, but the pageant, sports and contests are free.

The festivities of the day end with games, a track meet and a dance for the older folk, and afterward everybody goes home tired but happy, leaving the field of conquest to the gardeners and the darkness. The May Festival is over for another year.

The doll buggy section of the parade, always one of the attractive features

The Community Workshop in Decatur

By
ELMER GIDEL
Workshop Director

The Community Workshop of Decatur, Illinois, is a very important part of the program of the Community Recreation Association of the city. An outgrowth of emergency work in sewing, quilting, art, mechanical drawing, rug making, upholstering, carpentry and coping saw work, it was originally sponsored by the local chapter of the American Red Cross. It is significant that the services of the Workshop have been so important that it has become a permanent part of the local recreation movement.

WHEN DECATUR'S workshop started the outlook as far as equipment and supplies was concerned was far from bright. The project had, however, the advantage of paid leadership. And these leaders began at once a search for supplies with which to work. Lumber companies and yards and saw mills were visited in the pursuit of materials. Aid was sought from schools and factories and furniture was collected by the Red Cross to be repaired in the shop. Seven manual training benches and a few hand tools purchased by the Pines Community Association, the forerunner of the Community Recreation Association, were found in a garage. These tools were very helpful in starting the shop. Lumber used in crating furniture and other large articles was picked up at department stores. A load of one by four yellow pine crating ranging from two to six feet in length was bought from a junk dealer for 50 cents.

Later the shop acquired for rebuilding old furniture mahogany from the old Wabash Railroad coaches. Heavy lumber was also obtained from box cars for the building of additional benches and shop tables. Paints were donated from paint stores, and nails and glue were acquired in various ways. Two of the boys to earn money for nails helped the Junior Chamber of Commerce spread corn meal for a dance. Other boys moved and set up a band stand to secure funds for screws and bolts.

After the shop had been operating for a few months under federal emergency funds, a work relief project was approved by the Illinois Emergency Relief Commission under which the shop was able to expand its activities and to add two manual arts instructors and an upholsterer to its teaching staff. The IERC also supplied several thousand feet of yellow pine and nails, screws and glue. Ten work relief carpenters were detailed to help build equipment for the shop, the IERC offices and for relief clients who needed beds, tables and chairs.

At this time the shop was operated as the Community Workshop. Under the same roof was housed a sewing project. The shop enrolled work relief labor sent from the IERC office. These workers made equipment for the shop and other IERC centers. They made and repaired furniture and other articles for the homes of relief clients who received relief orders for the articles made. They also exchanged work with other men on relief who wished to repair their furniture but who were too inexperienced to do so. Each man did the work he was best able to do.

The workshop's greatest contribution to date has probably been in training men to do creditable carpentry work. They are continually encouraged to do better work and to brush up on their use of tools so that they will be better fitted to follow their trade when the opportunity presents itself.

The objective of the shop is threefold. First, it provides work relief mechanics and carpenters an opportunity to do constructive work in their respective fields. They take pride in their work and feel the "personal touch" of the shop. A second objective is to offer aid to people who receive relief and have an abundance of time on their

(Continued on page 45)

Yankee Ingenuity Scores in Hartford

By JOHN M. HURLEY
Park Department
Hartford, Connecticut

YANKEE ingenuity is still alive, though it long ago passed the stage of having a wooden nutmeg for a trade-mark.

It is amazing to what ends ingenuity is being exercised by the Park Department of Hartford, Connecticut, where salvaged building materials are utilized to make everything from a clothespin to a $50,000 clubhouse. Its skilled artisans and mechanics fashion artistic drinking fountains from discarded blocks of stone and pillars of marble, cure the ailments of a balky engine with stray bits of wire and a few bolts, make rowboats out of old but sound lumber, cast iron standards for bleachers, construct buildings, create theatrical props; in fact, fabricate almost all of the park, playground and recreation apparatus and equipment.

Here is an example. A few days ago the director of boxing for the recreation division's classes was in need of several skipping ropes for his young wards. A requisition went to the workshops at Colt Park, a sturdy grade of rope selected, wooden handles shaped and attached, and the ropes delivered within a day.

Just before the holidays the director of children's drama found herself in need of a fireplace for a Christmas play. It took but a few hours for the workshop crew to make one from odd bits of wood and red paper.

When the architect's plans called for a cupola atop the new swimming pool at Colt Park, men in the Park Department found one already made that took but little labor to reshape to measure. It had been ordered a few years before for another building but not used. Instead of being discarded, it had been saved.

Twenty years ago, when the present municipal building was being erected, two large columns of Barre marble were ordered but rejected when flaws were discovered in them. They were stored in Colt Park until last summer when George Hollister, Superintendent of Parks, realized their possibilities, and in a few days a veteran Barre, Vermont, marble cutter, a resident of the city, was at work hand carving the pillars into sections that became attractive drinking fountains for the parks.

There is hardly a useful stick or a stone thrown away by the city that the Park Department does not examine for possible salvage uses. This is especially true of old, unused buildings razed on city owned property.

At a time when much is being heard about spending on a vast scale, it is refreshing to learn of the measures which are being taken in a New England city to effect large saving through using salvaged materials.

New Buildings from Old

A few years ago, when Hartford acquired a fine new fed-

eral building, the city obtained title to the old post office which it replaced. The old building was demolished but parts of it today will be found in many new structures. The floor of the new tool house at Colt Park was formerly the first floor of the former post office. Some of the marble is to be found in the shower rooms at the Keney golf house. Some of the old lumber made shuffleboard discs. All the old stairways, both circular and straight, have been used again. So have a great many other materials.

In the last two years, chiefly with CWA and FERA assistance, no less than a dozen such structures which had outlived their usefulness have been leveled. In the manner of the farmer who used every part of the pig but the squeal, the Park Department salvaged practically everything in the buildings except the concrete and mortar. From these old materials truly amazing results have been achieved. They provided at least 60 per cent of the materials that went into the construction of nine new municipally owned structures, including a $50,000 golf club house at Keney Park, a lawn bowling club house at Elizabeth Park, a recreation house at Pope Park, a combination tool house and storage shed at Elizabeth Park, bath houses at the new Colt Park swimming pool, a garage and two storehouses at Colt Park, and a new two-car garage.

These buildings represent an estimated valuation of $135,000 and were erected by means of FERA labor and salvaged materials at a cost to the city of about $20,000. They are what might be called only the major uses of the salvage, including all the brick, as well as a great part of the slate, doors, windows, joists, rafters, roofers, and rough flooring.

Everything Possible Salvaged

Not even old plumbing is all thrown away, for the pipes are shaped into quoit stakes, rope standards and the like. Every pane of glass is saved, for it is a simple matter to recut them into new sizes. Old timber cleared from the heavy forests of Keney and Batterson Parks has its new uses. Frequently forest trees die which can be saved for lumber. Young saplings and bushes that are commonly regarded as waste underbrush often are replanted in the department's nursery for cultivation and use in landscaping work. Even the leaves that fall from the trees are saved to make leaf mold or compost.

The very buildings that house the skilled crew of carpenters, blacksmiths, painters, stone masons, electricians and iron workers, every one chosen for his skill in a particular craft, were constructed by the men. All through the year they labor, and the output of their lathes and smithy are almost beyond comprehension.

A trip through the workshop and storehouse is revealing. Racks, shelves, barrels, boxes and bins hold every conceivable gadget that might be needed in park and recreation work. There are thousands of nails, screws, nuts, bolts and sundry appurtenances segregated according to size; shelves of newly painted signs of warning and direction; knotted ropes and iron stand for giant swings; frames for playground apparatus; tables, chairs, life-size doll houses and doll furniture; Cape Cod furniture, benches, settees, bleachers, even rowboats; sand boxes, picnic tables, steel picks for spiking debris, checker boards, pool tables, waste and paper baskets, wooden paddles for paddle tennis, "potatoes" for potato races, slides, seesaws, music stands, and huge flood lights for night activities.

Thus the Hartford Park Department has made economy its watchword and the use of salvaged material an important feature of planning in its recreation program.

The brick, rough lumber, panelling and oak trusses taken from an old Orphan Asylum owned by a School District have been used in the construction of Keney Park's beautiful new golf club house. About $7,500 was made available for the purchase of other material used in the building.

The Recreational Background of Our Transient Boys

By
GEORGE E. OUTLAND
and
H. M. EADS

THE FORMATION of an adequate program of recreation has been one of the problems facing the Federal Transient Service since its beginning. Food, shelter, clothing, medical care—these were basic, but provision for leisure time activity was necessary too if the wanderers of the road were to be stabilized to any degree.

When attempts were first made to establish a recreational program in the lodges and camps of the Boys Welfare Department for Southern California there was encountered, in addition to lack of adequate personnel and equipment, an attitude of listlessness and indifference on the part of many of the boys themselves. This attitude astonished the recreation leaders, many of whom were heard to remark to the effect that "they don't know how to play." The feeling seemed to be quite prevalent that these wandering youngsters were different from ordinary boys in this respect, and that, doubtless due to the economic and social environments from which they had come, they had not participated in the normal play activities of youth.

In order to ascertain objectively the types and amount of recreation which migrant boys have had, the present study was made of 347 boys under care of the Boys Welfare Department of Southern California in August 1935. The study was supervised by the recreation director of each unit, and was conducted by the questionnaire method. No boy was required to fill out the blank, although it was requested that all of those willing to do so be as complete and serious as possible in answering the questions. It was not possible to reach all of the boys under care, but it is felt that the 347 who filled in the blanks were representative of the group as a whole. These 347 boys represented all sections of the United States, with only Maryland, Nevada, North Dakota, Delaware, Maine, and Wyoming omitted. As might have been expected [1] Texas led the way with 57 boys, while other states in the double figure column were Pennsylvania 26, Illinois 24, Oklahoma 23, New York 17, Ohio 14, Missouri 13, Louisiana 12, Kansas 10.

> "In addition to various types of work projects, the community program should include provision for recreation and leisure time activities for individuals and groups. A lounge and reading room, library books, magazines, writing materials, handicraft shops, recreation fields or gymnasiums providing for vigorous, competitive sports, all will serve to improve health and morale."—From *Rules and Regulations Number 8, Government Organization and Operation of Transient Service Bureaus.*

Showing That Transient Boys Have Played

The results are extremely interesting, especially to those workers who have felt that transient boys have never played. As portrayed in Table I, all but 27 of the 347 boys had participated in some form of organized group recreation before taking to the road. In other words, 92.2 percent had so participated. Furthermore, 70.6 percent of this group had been active in two or more different types of organized recreation.

TABLE I

		Percent
a. Boys participating in one or more group	320	92.2
b. Boys not participating in any recreation	27	7.8
Total	347	100
c. Boys participating in two or more groups	272	70.6
d. Boys participating in only one group	75	29.4
Total	347	100

[1] George E. Outland "Sources of Transient Boys," *Sociology and Social Research*, Vol. XIX, No. 5, May-June 1935, pages 429-434.

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Table II portrays the general types of group recreation indulged in by the boys before becoming transient. As might be expected, participation on athletic teams leads the way; in fact, approximately 68 percent of the boys had played on one or more athletic teams in high school, college, or semi-professionally. Those two favorite sports of American boys everywhere, football and baseball, led the list with 125 and 119 participants respectively. Basketball is close behind with 83, and then comes a sharp falling off to Track and Field 29, Indoor Baseball 23, and Swimming 23. The details of this phase of recreational background are found in Table III.

TABLE II

Numbers and Percentage of boys in organized recreation groups

1. Athletic Teams	236	68 %
2. Church Clubs	157	45.1%
3. Boy Scouts	126	36.3%
4. High School Clubs	122	35.1%
5. Musical Organizations	91	26.2%
6. Y.M.C.A. or Y.M.H.A.	84	24.2%
7. Playground Groups	82	23.7%
8. Boys Clubs	66	19 %
9. Miscellaneous	30	8.6%
10. Fraternal Organizations	28	8 %
11. Four-H Clubs	26	7.5%
12. Settlement House Groups	8	2 %

TABLE III

Athletic Teams

1. Football	125	10. Volley Ball	7
2. Baseball	119	11. Wrestling	5
3. Basketball	83	12. Tumbling	4
4. Track and Field	29	13. Golf	3
5. Swimming	23	14. Hockey	3
6. Indoor Baseball	23	15. Bowling	2
7. Boxing	17	16. Polo	1
8. Tennis	11	17. Handball	1
9. Soccer	8		

Contrary to what might be expected by the average citizen, church groups come second only to athletics in the types of organized group recreation participated in by young transients. One hundred and fifty-seven boys had belonged to some young people's group connected with the church. B.Y.P.U. led the way with 46, followed by the Epworth League, Catholic Clubs, and Christian Endeavor. Many boys mentioned that they had belonged to church social groups without specifying either the denomination or the particular type of club with which they had been affiliated.

One hundred twenty-six, or 36.6 percent of the boys, had been members of Boy Scout troops in their home communities. When it is remembered that many of these boys come from rural or mountain districts where the existence of Scout troops is problematical, it can be seen that this figure is quite high. Fourteen boys wrote in that they had been patrol leaders; seven others mentioned that they had belonged to the Sea Scouts.

The fact that 122 boys had belonged to one or more high school recreational groups throws light not only on the recreational background of these young migrants but also on the amount of formal schooling they had before taking to the road. Studies have already shown [2] that our young transients have a formal education that compares favorably with that of American boys as a whole, and here is further corroboration of that fact. Table V shows the different kinds of high school clubs to which these boys had belonged. Dramatic, Language, Science, and HiY groups top the list, but twenty-six different types are represented in this field.

TABLE IV

High School Clubs

1. Dramatic	24	14. Red Cross	1
2. Language	21	15. Bird Study	1
3. Science	12	16. Slide Rule	1
4. HiY	12	17. History	1
5. Letter Men	7	18. Stamp Collecting	1
6. Debating	5	19. Spelling	1
7. Hiking	3	20. Nature Study	1
8. Literary	2	21. Acrobatic	1
9. Chess	2	22. Journalism	1
10. Aviation	1	23. Health	1
11. Motion Picture	1	24. Checkers	1
12. Camera	1	25. Agriculture	1
13. Gun	1	26. Newspaper	1

Of especial interest is the fact that 91 boys, or slightly more than one-fourth of the entire group, had formerly belonged to some kind of musical organization. Glee club, orchestra, choir, and band had been a part of the background of 26.2 percent of the boys studied. Such a fact, more than perhaps any other, should serve to fix once and for all in the minds of the American public that the young "bums" whom they see plodding along the highways and clinging to the tops of freight trains are not abnormal specimens, but normal American boys, who have been forced to take to the open road in an attempt to get a start in life in this most abnormal period of our history.

TABLE V

Musical Organizations

1. Glee Club	51	4. Band	16
2. Choir	20	5. Drum and Bugle Corps	5
3. Orchestra	17	6. Male Quartet	2

The other general groupings need little comment. Large numbers of transient boys have formerly belonged to either the Young Men's Christian or Hebrew Association, to Boys Clubs, and

[2] George E. Outland "The Education of Transient Boys," *School and Society*, Vol. 40, No. 1033, October 13, 1934, page 501; "The Educational Background of Migrant Boys," *School Review*, Vol. XLIII, No. 9, November 1935, page 683.

(Continued on page 45)

Why Do I Have a Garden?

By JOHN MASON WELLS
Hillsdale College

A gardener asks himself "why," and finds a thoroughly satisfying answer

"Gardening is nothing except good hard work," many people will tell you. But here is a man who finds in gardening very real spiritual satisfaction and genuine recreation. His analysis of why this is so will be interesting not only to those for whom gardening is a fascinating hobby, but also to those who hold the "hard work" theory!

As I DON my old clothes from day to day to work for an hour or more in my garden I find myself asking, "Why do I do this?" Some of my friends tell me that the vegetables, berries and fruit that I get might better be bought in the market.

Some years we are annoyed by the abundance of the yield. I am embarrassed in selling it — a thing I seldom do — because I suppose it seems out of harmony with my professional life. In giving it away I meet with certain difficulties. Possibly I am giving my friends something they do not want and then, too, it takes time to carry about these things. If we cannot use them and if there are obstacles in the way of distributing them to our friends, the only other alternative is to let them decay. And this gives me an uncomfortable feeling.

The difficulty of abundance has not troubled me this year. My trees have borne very little fruit, my vines almost no berries and my vegetables have been very few. And yet I continue to work in my garden. Why do I do it? Why do I not learn from experience and from the advice of my friends that it is unprofitable and futile to attempt in my spare time to have a garden?

I have been trying to answer these questions for myself during the past few days while cutting away the dead branches from my blackberry bushes and mowing the weeds from the place where I am supposed to have strawberry plants. The answers may be of interest to others. I think they are honest answers; at least they are the ones given by myself to myself.

My New England blood and boyhood experience have imparted to my character the element of thrift. I am moved by an inner necessity to produce from the acre of land that surrounds my house all that I can in the time at my disposal. On this land there are several old apple trees. The dead wood and multitude of branches that burdened these trees when we took possession of the place troubled my spirit. Since then they have been trimmed and sprayed several times. My motive in this was not chiefly treetarian, nor was it entirely aesthetic. I was thinking of the delicious fruit that would hang from these branches some time in the future.

The same motive influenced me in respect to blackberries and vegetables. Here was a jungle of blackberry vines—why not make it yield berries, large and juicy? Here was good soil—why not let it produce potatoes, sweet corn, tomatoes, eggplants and other vegetables?

Closely related to this motive of thrift is the element of creativeness. To join hands with nature in producing good and lovely things brings to me a large measure of satisfaction. I get a different reaction from working with the forces of nature than I do in working with people. I like to work with both, and because they impress me differently I gain an enrichment of life from nature that I would be deprived of should some evil genius take away my garden.

Nature is dependable and when my apples are gnarly or wormy, or the trees bear no fruit, I know the fault is not with the trees. Either I have blundered or some of the other agents of

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nature have failed in doing their part. Every growing thing has its own characteristics, and if I knew how better to work with it then it would yield me better fruit.

My garden stimulates in me an inquiring mind. While in her midst I am mentally alert. Failure and success have a meaning. This was the right thing to do or that was the wrong.

There is a joy in successful gardening that is known only to those who are friends of nature. The feeling of the enthusiastic gardener who has uncovered a large hill of good-sized potatoes or who holds in his hand a basket of beautiful strawberries can be shared and understood only by those who delight to cooperate with nature in its creative processes.

Another motive is aesthetic. Beauty, especially the phases of beauty I have had the privilege of helping to create, brings me a large measure of satisfaction. At the west of the house were many shrubs that had evidently been set out by different people at different times and in the places where fancy directed. By providing a large trellis for a crimson rambler, by moving a few of the lilac bushes, and by pruning and training the grape vines we have built a kind of outdoor room. It is far from perfect. I did not have the heart to cut a small apple tree that grows in the center and there are bridal wreath, flowering almond, Japanese hydrangea, roses and other shrubs as well as a cluster of goldenrod that are not located where they ought to be. However, it is an attractive room even though it is cluttered up with too many ornaments. In the places where rhubarb grew and where the sod was especially poor I now have flower beds—peonies, gladioli and zinnias. At the rear of the house where ashes and rubbish had been thrown we now have, inside a border of peonies, iris, gladioli, verbena, salvia, calendula and snap dragons. It is a shady spot but by pruning the apple and peach trees rather severely we have made openings through which the sunlight can enter. Near the porch, at the southeast corner of the house, grew some neglected hollyhocks, rose bushes and a Madeira vine; a little training, fertilizing and pruning have made these beautiful.

To me vegetables are also beautiful and it has seemed to me to be within the bounds of good taste to place at the head of the garden several rows of iris and to have in the heart of the garden long rows of cannas and dahlias.

It is not necessary to add that this garden provides the opportunity and the motive for wholesome exercise which contributes to my good health. Some like golf and others prefer fishing, but I like the garden for wholesome exercise.

Another benefit which my garden bestows upon me may be termed mental and spiritual. I have faced during the past few years many problems. Some of these had to do with philosophical and religious questions, and others were of a very personal nature. Solutions often come to me when I am mentally relaxed. While planting, cultivating or gathering fruit and vegetables, light often shines into my mind and clarifies some of the perplexing paths of life.

"Can anything new be said about gardening? Yes, just as every sunrise is a new wonder and every sunset a new glory of experience, so every spring is a promise and every summer a revelation. Now that the active days are nearing a close, when digging and fertilizing and planting are done, what more conducive of leisure than to sit back and wait. They'll never grow. My garden will be a failure. I must have done something wrong. What's the use of breaking one's back? It's so chilly and wet. Fool! Think with your eyes beneath the soil. Within that slender stalk, in the crotch of that frail little shoot of green, is a magic that will put all the prattle of your conjuror to shame. Or are you merely playing conjuror yourself, keeping up the barrage of words so that your itching, eager little ego will not see how it was you brought such marvelous bloom into your garden? For lo—there it is—the profit of an aching leisure—Ageratum, Calendula, Cosmos, Coreopsis."—*Sydney Greenbie* in *Leisure*, June 1935.

"Besides its own unique gift of health and happiness, growing things in leisure time has the same moral values that belong to craftsmanship. It takes the nonsense out of you, and the egoism. It makes you settle down and work patiently with things as they are. It brings home, as nothing else does, that august law which, in the Orient, they think is the foundation of all ethics—the law that every act has a consequence, that whatever happens to you today follows, as the night the day, from something you did formerly."—*Marjorie B. Greenbie* in *The Arts of Leisure*.

WORLD AT PLAY

Courtesy National Parks of Canada

Large Sports Center in Los Angeles

THROUGH the generosity of the Anita Baldwin Estate, thirty acres of land on which will be developed Los Angeles' largest sports and recreation center were granted recently to the municipality for use as a public playground. The new area will make possible the establishment of a regional recreation center which will serve a vast territory in western and southwestern Los Angeles. As funds become available it is planned to construct an exhibition football field with a seating capacity of 5,000, a municipal baseball park with seats for 2,500, a battery of twelve tennis courts, a municipal swimming pool and bath house, a community club house and gymnasium, athletic fields for football, baseball, softball, soccer and other sports, children's playgrounds, an archery range, and many other recreational facilities.

Recreation in Toledo

THE Division of Recreation, Department of Public Works, Toledo, Ohio, (Gordon Jeffery, Recreation Commissioner) has issued a report urging the development of a working plan for the city and the Board of Education to conduct a joint recreational program. The report contains a study of the city's recreational activities since 1925 when twelve playgrounds were operated. In 1935 there were 38 playgrounds—24 on city property, 7 on school grounds and 7 on semi-public or private grounds. In addition, the city operates 11 play fields. Eleven new and old fields are being developed with WPA funds. The city will eventually have 84 softball diamonds, 22 baseball diamonds and 65 tennis courts. It is hoped that funds will be provided to complete WPA projects for swimming pools and for the development of bay areas for bathing and boating.

Demonstration Nights in Sioux City

EACH playground in Sioux City, Iowa, during the sixth week of the season held a demonstration night for parents to see what activities were being conducted on the playgrounds for their children. Many of the activities were presented on these occasions including horseshoes, jacks, hop scotch, loop tennis, paddle tennis, ring tennis, sand play, singing games, and folk dancing. The handicraft projects were on display during the entire sessions. During the summer season each playground had a community night every two weeks when skits, plays and pantomimes were presented. A total of 75 plays were loaned out through the department in charge and 50 were produced on the playgrounds. Hand puppets and marionettes were made and many clever puppet plays were given.

Ping Pong on a Large Scale—Battle Creek, Michigan, has a ping pong club of approximately 150 members who pay dues of $1.50 a month. The club rents a large room in an office building where eight ping pong tables have been installed. There are four leagues which hold numerous tournaments. The room is open all day, including Sundays.

Tennis Instruction in Wilkes-Barre — Free tennis instruction was offered during the summer months on all public courts from 9:00 o'clock until 1:00 P.M., FERA workers providing the instruction. The association furnished four rackets and some balls but for the most part the children provided their own equipment. Each child was allowed not more than four lessons and only one hour on the courts each morning. After 1:00 o'clock a charge of five cents an hour was made for those using the courts, and no children were permitted after 4:00 o'clock.

Recreation in a Housing Development—The February issue of *The American City* reports that the Buhl Foundation of Pittsburgh has announced the dedication for recreational purposes of 27 acres of hillside woodland in connection with its large scale model housing project, Chatham Village. This is to be a permanent area for recreation and nature study for the community of 197 families. Work has been started upon the modernization of an ancient twelve room homestead located at the entrance to the woodland to be used as the Village Club, already actively organized into discussion groups, dramatic, arts and crafts and bridge units, and garden and mothers' clubs entirely under the management of the tenants themselves. These facilities, together with tennis courts, a regulation mush-ball field, volley ball and indoor basketball courts and a summer time nursery play school, will give Chatham Villagers a program of recreational and social facilities. "This development," the article states, "is not a philanthropic but an economically justified addition to the Village's social facilities."

Croquet Growing in Popularity—The croquet courts were among the most popular spots on the playgrounds of Salem, Oregon, last summer, and the game appealed to children as young as eight years of age as well as to adults.

College Sponsors Contests — The Alabama State College for Women at Montevallo, Alabama, is sponsoring a number of state-wide recreational events and contests for the spring of 1936, including a girls' play day, a music contest, and a contest in speech and play production.

An Uptown Recreational Center in Pueblo —The February 13th issue of "Recreation Record," published by the Pueblo, Colorado, Recreation Commission, tells of a new uptown recreation center located in one of the large business buildings of the city. The new center will be controlled by an association and members will pay dues of $1.40 a year, payable quarterly. The money will be deposited in the treasury of the Pueblo Recreation Commission but will be used only for paying the expenses of the center.

Training Courses for Girl Scout Leaders—A series of training courses have been scheduled for Girl Scout leaders in Westchester County, New York. Courses will be held for new leaders, experienced leaders and those interested in Brownie training. Anyone interested in securing information regarding this series of courses may obtain it by writing the Westchester County Girl Scouts, Inc., County Office Building, White Plains, New York, in care of Miss Alice Conway.

Prompt Action Brings Results—Prompt action last summer on the part of public-spirited citizens made it possible for the children of Cincinnati, Ohio, to enjoy their playgrounds, play streets and swimming buildings until school opened. Public play facilities were closed on August 16th because the Public Recreation Commission had no funds with which to continue operations. Six thousand dollars was needed to keep the play areas open. Working with Tam Deering, recreation executive, Albert H. Morrill, president of the Kroger Grocery and Baking Company, sent telegrams to twenty-five business and civic leaders urging them to subscribe $250 each. In a short time $10,050 had been received.

National Music Week—The National Music Week Committee announces that the thirteenth National Music Week will be held May 3rd to 9th. The slogan will be "Strengthen Our Musical Resources," and it is hoped that Music Week will help in fostering those of the local communities' music activities which are most in need of being strengthened and in determining what further enterprises seem advisable for the future. Literature regarding Music Week may be secured from the National Music Week Committee, 45 West 45th Street, New York City. It is hoped that recreation commissions and similar groups will cooperate this year, as they have in the past, in making the National Music Week a means of enriching the music program of communities throughout the country.

Children's Outings Popular — During the summer months a total of 800 Union County children enjoyed the free outings sponsored by the Union County Park, New Jersey, Local No. 73, State Patrolmen's Benevolent Association. The outings were all held at Rahway River Park with swimming, games and luncheon included. One of the aims of these outings was to develop a better understanding and a friendlier feeling between the children and the police officers.

National Conference of Social Work—The sixty-third annual meeting of the National Conference of Social Work will be held in Atlantic City, New Jersey, May 24th to 30th. The four conference sections will cover social case work, social group work, community organization and social action. Further information may be secured from Howard R. Knight, General Secretary, National Conference of Social Work, 82 North High Street, Columbus, Ohio.

Women's Division, N. A. A. F. to Hold Annual Meeting—The Women's Division of the National Amateur Athletic Federation will hold its annual meeting on April 15th in connection with the meeting of the American Physical Education Association to be held at St. Louis, Missouri. There will be a general business and program meeting open to all leaders in the field of physical education and recreation concerned with the place of girls' athlet-

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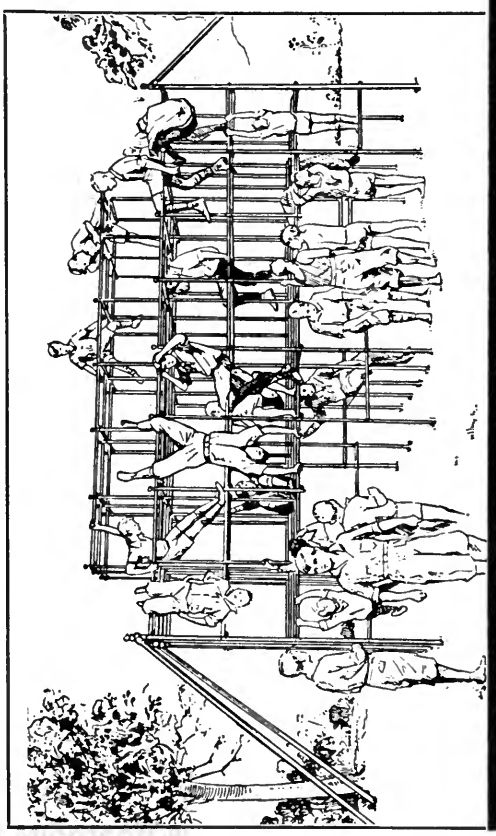

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ics and their standards. A number of speakers will present phases of the subject, "An N. A. A. F. Overview of Recreational Trends," presenting youth movements of today and the relation of N. A. A. F. to them. On Friday evening, April 17th, there will be an informal supper at which reports of the activities of the special committees of the Women's Division will be presented.

Shut-Ins and Recreation—In 1929 plans for providing a program for shut-ins were inaugurated by the East Orange, New Jersey, Board of Recreation Commissioners. Today there are 125 shut-ins whom the Recreation Council for Shut-ins of the Oranges and Maplewood are serving. The program consists of regular deliveries of flowers, books, magazines and small gifts. Instruction in handcraft is given by teachers furnished by the ERA and WPA. Twice a year an exhibit of work done by the shut-ins is held and articles are placed on sale. Many of the civic organizations of the Oranges are represented on the council which meets regularly in the office of the Recreation Commission.

Snow Sculpture Contests in New York—Nature smiled upon the Park Department of New York City in its plan to hold snow sculpture contests. January snows provided plenty of material with which to work. Many and varied were the projects which the children undertook. In selecting the winners the judges considered subject and matter, skill and workmanship, originality and conformity to the rules of the contest.

Shell Rowing in Long Beach — Following the Olympic Games in California, the Long Beach Recreation Commission purchased the German shells and fostered the organization of the Long Beach Rowing Club, which has inaugurated a program including school, club, recreational and adult crews. The school program this year includes definite classes in crew which carry physical education credit in four secondary schools. Girls' crews have been carried on with practically the same program of instruction as is given the boys except that all competition is eliminated. Objectives other than competition have been found, including such activities as picnics. Prerequisites to crew activity include swimmers' and physical examination. During the past year there has been an attendance of over 48,000 in the crews. This figure includes 105 men and women rowing in the evening classes.

South-Wide Leisure Time Conference—The third annual South-Wide Leisure Time Conference will be held at Scarritt and Peabody Colleges, Nashville, Tennessee, May 11th to 15th. The program this year will stress leadership for community coordination of leisure, rural recreation, and the emphasis will be put on dramatics. The conference will provide opportunity for a discussion of trends and methods of planning. There will be opportunities to learn new skills and time for special interest groups and fellowship meetings.

A Folk Dance Festival—Four hundred dancers will participate in the tenth annual folk dance festival of the English Folk Dance Society of America which will take place on April 25th at 2:30 o'clock at the Seventh Regiment Armory, New York City. Morris dancing, sword dancing and massed country dancing will be included in the program. As a special feature of this year's festival an original birthday ballet has been arranged to celebrate the twenty-first anniversary of the founding of the Society. Historical folk dance steps and figures have been combined in the bal-

let which will have a medley of folk dance tunes as its accompaniment. An exhibition of the famous Flamborough sword dance in which long swords are used will be presented. Further information may be secured from the English Folk Dance Society of America, 235 East 22nd Street, New York City.

Playing in the Parks of New York

(Continued from page 5)

and over 21. There should first be an intra-tournament conducted on all playgrounds where there are handball courts, followed by an inter-playground contest for the championship. Medals awarded)

Horseshoe pitching tournament, singles and doubles — April and May
(For boys and young men over 16 years of age. Medals awarded)

Presentation of one act plays—April, May and June
(For girls from 10 to 14 years of age, with finals in June on the Mall in Central Park)

Marble shooting contest—April and May
(For boys and girls under 12 years of age, local tournaments to be held in each borough with five children selected to send to the finals)

Harmonica contest—April and May
(It is recommended that each borough organize a harmonica band; finals to be held on the Mall. Medals will be awarded.)

Model boat sailing demonstrations at local wading pools —April and May

Paddle tennis tournament—April, May and June
(For boys and girls under 16 years of age. An intra-playground activity)

Quartet contest—May
(For schools above high school grade and colleges)

Field hockey for girls — May, June, September and October
(Local tournaments for girls under 17 years)

Barber shop quartet contest—May and June
(Eliminations will take place in the boroughs and finals will be held)

Folk dance contest—June
(For girls between 10 and 12, 12 and 14, and 14 and 16. Each borough will enter three groups according to ages. No group to contain less than 12 or more than 16 participants)

Twilight baseball—May, June and July
(For boys and young men over 16 years)

Children's pet shows—April and May

Children's festivals and pageants—June

Athletic meet—May

Model yacht and motor boat races—May
(For boys under 16 years)

Punchball tournament—June, July and August
(For girls under 16 years)

Swimming meets—July and August

Baseball tournament—June, July and August
(For boys under 16 years and not more than 5′ 6″ in height. A city-wide contest, with medals awarded winners at finals to be held in September)

Softball tournament—July and August
(For boys from 16 to 19 and over 19 years of age; local tournaments)

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Independence Day celebration—July 4th
(Organized locally at each playground)

Canoe regatta—July 4th

Model airplane contest—July
(For boys 18 years of age and under)

Checker tournament—July and August
(Intra-playground tournament, with no medals, for children under 16 years)

Jacks contest—August
(For girls under 16 years. This will be both an intra-playground and inter-playground tournament with a city-wide championship)

Venetian water carnival—September

Folk dance festival for adults—September
(Representatives from all boroughs will attend)

Boccie contest—September

Amateur contest for children, including singing and the playing of musical instruments — July, August and September
(Eliminations will be conducted in each borough during July and August, with finals in September on the Mall)

Harvest festival—October
(Representatives from all boroughs will attend)

Roller skating carnivals—October
(It is recommended that each borough conduct its own roller skating carnival)

Hallowe'en roller skating carnival—October
(Skaters will appear in costume at the carnival to be held on the Mall)

City-wide handcraft exhibit—October
(Boroughs will conduct their own local exhibitions and submit the best exhibits to the finals)

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

New Jersey Municipalities, February 1936
Parks and Recreation, by F. S. Mathewson

Parks and Recreation, February 1936
Landscape Conservation—Planning the Recreational Use of Our Wild Lands, by Dr. Frank A. Waugh
Windermere Tidal Pool at Burrard Inlet, Vancouver, by A. S. Wootton
Modern Music Bowl at Stanley Park, Vancouver, B. C., by A. S. Wootton

The American City, February 1936
For More Beaches in Public Ownership
Recreation Area Added to Foundation's Successful Housing Development
City Park and Street Improvements in Kansas Counties

The Camping Magazine, February 1936
Camping and Education, by Marie M. Ready
The American Hostel Trail, by Florence Colton and Helen Conley
Planning Camp Structures, by Julian Harris Salomon

The Junior-Senior High School Clearing House, February 1936
Play as a Way of Life, by Forrest E. Long
The Spirit of Play in Education, by Ellsworth Collings
Play's the Thing, by Alice V. Keliher
Hobby Clubs in the South Pasadena Junior High Schools, by G. Derwood Baker
Recreation and Youth, by Arthur Henry Moehlman
Directing Play as a Civic Function, by Weaver W. Pangburn
Hobby Booklist, by Thelma Eaton

Hygeia, March 1936
Safety Games for Baltimore Children, by Bertha M. Schools

PAMPHLETS

A Manual for Instructors in Civilian Conservation Corps Camps
U. S. Office of Education, Washington, D. C. Price $.10

The Annual Report of the Bureau of Recreation of Philadelphia, 1935

Coordinating Councils — Report of a Brief Study, by Frances H. Hiller
National Probation Association, New York City

Report of the Director of Emergency Conservation Work — April 1933 — June 1935
U. S. Government Printing Office, Washington, D. C.

A Statement on Public Recreation for the Year 1935 in Plainfield, N. J.

Twenty-ninth Annual Report of the Board of Recreation Commissioners of East Orange, N. J., 1935

Report of the Bureau of Recreation of Pittsburgh, Pa., for 1935

Adult Education Bulletin
S.E.R.A., St. Cloud, Minn.

Facts About Juvenile Delinquency — Its Prevention and Treatment, 1935
U. S. Department of Labor, Children's Bureau, Washington, D. C. Price $.05

Amateur newspaper contest for children—November
(Boroughs will submit several issues of their five best playground newspapers for judging)

Christmas festivals—December 20—December 25
(Local festivals)

A Puppet Trailer

(Continued from page 12)

The scrolled apron or skirting around lower edge of the sides can also be covered with conventional designs to add color and trim.

Handling

After a performance, or when it is desired to move the equipment, the stage frame is unbolted from the extension floor and moved back to a point within the superstructure where it should be again bolted down so it will not shift or shake about. The curtain tops are folded back. The extension floor is dropped down to the side, and a section, made up of ply wood to match the rest of the side, is put into place to completely close up the 8′ opening in the superstructure.

For convenience, it is desirable to construct a portable step or series of steps to lead from ground to rear door, for use of manipulators, which can be carried within the trailer when moving from place to place.

The Cost

Equipment as described costs very little for materials. A chassis, if it can be procured from a car wrecking concern, will cost from $1.00 to $5.00.

Chassis cost, not including tires	$ 5.00
Lumber for framing, floor foundation and flooring	10.00
Three-ply wood for sides	6.75
Hardware (nails, screws, bolts, hinges and braces)	2.50
Sateen for top curtains and for across top of stage	7.00
Stage curtain and lining material	3.75
Total cost, not including tires	$35.00

Youth Week on a Newark Playground

(Continued from page 14)

the dance period. Attendance soared to over 600 on this night, which brought the Youth Week program to a close.

There were incidents connected with the program which are worthy of note. The first was the acquisition of a new large American flag which was flown every day on the playground flag pole. Playground spirit was further aroused by the acquiring of a tract of ground next to the school which was named the playground garden. Seeds were obtained from the central office and dis-

tributed among members who were allotted sections of the ground. Some of the children obtained additional seeds and supplied whatever garden equipment they could find. In a day or two the playground garden was a beehive of activity. At present there are 34 boys and girls who are cultivating baby gardens, and the calm of a quiet day is often broken by a sudden cry of joy as some young gardener discovers the green of a plant breaking through the ground.

When we came to take stock of our week, we found that almost 2,000 boys and girls had taken part in a program full of sustained interest which has carried over into our regular playground program.

Creation in Clay

(Continued from page 19)

done by pulling out the clay from within the lump —the nose, the ears, the chin, and all details that are to be drawn out and into form by the fingers.

One should pay careful attention to the general contour — the mass — of the head that is to be copied. The clay is first molded around the upright in this general shape — round, oval, and square are the general head types.

The human head will be seen to divide into three main divisions; the upper part down to the eyes, the middle section to the mouth, and the lower section down to and including the chin. After the clay has been shaped to the type of head that is being modeled, these divisions should be roughly defined in the clay. The position of the ears then should be marked in the approximate position that they occupy on the head. This forms the first step in the modeling which should be followed by recognition of the various planes of surface. Closing one eye and viewing the head to be modeled through the half-closed lid of the other eye will usually show these planes more clearly. These then should be shaped in the clay —the broad flat or rounded plane of the forehead, the general triangular sweep of the cheeks, concave or convex as the case may be, to the chin. This latter forms a small plane, flat, rounded or dimpled. Forming the position of the cheek bones in the clay and the angle of the jawbone completes the first stage of modeling the head, called by the sculptor "roughing in" the mass. The clay is then carried back in round surfaces or in planes, according to the head that is being copied, to form the neck.

For May Day and Other Spring Celebrations

Operettas and Song Plays

Cinderella—folk-tune operetta by Katherine K. Davis—without spoken dialogue in 3 acts; 5 principals; chorus. Price, $.60. E. C. Schirmer Music Co., 221 Columbus Avenue, Boston, Mass.

Hansel and Gretel—an adaptation of Humperdinck's opera by Berta Elsmith. Piano-vocal score, $1.50. Time 1½ hours; 3 acts and 3 scenes; 5 principals and choruses. C. C. Birchard and Co., 221 Columbus Avenue, Boston, Mass. Requirements for performance: purchase of 5 copies of the piano-vocal score; royalty fee of $5.00 where admission is charged.

Robin Hood—a play with music by Kate S. Page. Piano-vocal score $.75; 16 characters; chorus. E. C. Schirmer Music Co., Boston. Requirements: purchase of one copy of vocal score for each soloist and every member of the chorus taking part in the performance.

Pageants and Festivals

The Conspiracy of Spring—Mary S. Edgar. A May Day or any spring day entertainment. The Nature Sprites and the flowers sing and dance as they endeavor to win the Earth Mortal's homage to Spring. 18 little girls. 45 minutes. Royalty $2.00. The Womans Press, 600 Lexington Avenue, New York City. $.35.

Country Fair, Suggestions for a—included in the second installment of an article entitled "Ways to Musical Good Fortune" appearing in the March issue of RECREATION. Available in reprint form from the National Recreation Association, 315 Fourth Avenue, New York City. $.10.

A Day at Nottingham—Constance D Mackay. A festival based on the theme of Robin Hood. Large groups of children may be used. Obtainable from National Recreation Association. $.15.

Festivals for Music Week and Other Weeks—includes suggestions for the celebration of Music Week, observed the first week in May, through festivals of choirs, secular mixed choruses, men's, women's and children's choruses. National Recreation Association. $.15.

Heigh-ho for a Merry Spring—suggestions for a simple but effective spring festival produced with only three days' preparation at the annual Farm and Home Week at Ithaca in 1935. Contains complete directions for songs and dances. National Recreation Association, .$15.

May Day Echoes—Marion Holbrook. A pageant-play for the grades and junior school. Roman Floralia, Old English and modern May Day episodes are included. National Recreation Association. $.15.

A May Festival. A ceremonial of the Crowning of the May Queen, with dances, archery or javelin throwing, etc. As many as 150 characters may be used. The Womans Press, New York. $.25.

Mother Nature's Carnival—Mildred Olive Honors. 30 girls and 5 boys; more if desired. 1 or 2 acts as desired. Simple music and dancing. Two little "earth children" attend Mother Nature's spring carnival. Their experiences with the other guests—the flowers, bumblebees, butterflies, grasshoppers, and many more are woven into a real story. The Womans Press. $.35.

The Sleeping Princess—A May Day Masque of Many Lands—Dorothy Gladys Spicer. Around the theme of the Princess who fell asleep for a hundred years, and who was awakened at the end of that time by the kiss of the handsome Prince, is fashioned a charming May Day revel showing the ways in which the various European countries celebrate the awakening of the Princess—or Spring. Good for presentation by high

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schools and colleges. Time and number of characters vary according to the number of dances, songs, etc. The Womans Press. $.35.

Spring, or *The Queen of Youth*—Edith Roeder Jacobs—100 or more characters in a dance pantomime showing the various seasons in review before Youth, who finally chooses Spring as queen. Careful directions for dances and costumes are given. The Womans Press. $.35.

Spring and Summer Songs, A List of—as suggested program material for a spring celebration. National Recreation Association. Free.

Troubadours of Provence—Marion Holbrook. A May Day fragment for high school or college use based on the old Provencal custom of holding a tournament of song each May Day. National Recreation Association. $.10.

Now, using the thumb and forefinger with a circular motion the eye positions are worked out toward the cheek bones, the brows and cheek bones are defined and the center of the mass of clay is worked out and up into the ridges of the nose. Still pulling the clay out from the mass, the ears are roughly modeled at the place designed for them and the mouth and chin shaped. The finer modeling of the mouth, ears and nostrils is done with the moist wooden tool and all excess clay is cut away with the same tool. As in the case of the modeled fruit, straight lines and planes of the human head are made with straight forefinger and the rounded planes and lines with the curved thumb. The whole hand well moistened can be used in rounding large masses as in the case of the back of the head. Only practice and the use, the "feel" of clay in the fingers—will teach each modeler the fine points of the art. We learn by doing and modeling brings out the creator that is within everyone.

A model can be broken up and thrown back into the storage jar and sprinkled with water so that it will go back into the mass of clay. Water should not be permitted to stand on the clay in the jar, but it should be kept moist and airtight. A damp cloth over the clay, under the jar cover is an excellent method to control the amount of moisture.

The potter's craft is the art nearest allied to clay modeling and sculpture. The potter uses the same medium, clay, and molds vases, bowls, jars, dishes for use as well as decorative value.

Together the two—clay modeling and pottery, art and craft—are primary answers to the creative urge in human life. From the earliest time the potter thumping the wet clay was the symbol of the consciousness of the creator who molded a cosmos out of chaos. And what is generally true of the race can be traced in the individual who takes the unshapen clay and molds it to his will, achieving in the doing, serenity and peace of spirit.

A City-Wide Club for Girls

(Continued from page 22)

members in the Museum Amigos Club, according to the most recent check-up, 83 per cent were unemployed, 11 per cent attended school, and 6 per cent were working. During the two and a half years of its existence it is estimated that in the neighborhood of 2,000 young people have been members.

Sunday Hikers

(Continued from page 24)

before us again, but a different Kent in the early evening mist.

The guide book insisted upon hurrying us. It promised a difficult descent over St. John Ledges, which led perpendicularly to the River Road. We

left the lovely view and approached this threat with a "bring-on-this-fearful-thing" attitude. The first descent was easy, too easy. We spoke with scorn as we hastened through the Tanglewood Forest, which, overshadowed by the cliff, was fast growing dark. Imagine having to hurry through a forest with that name!

We had spoken too soon; the Ledges were before us. The guide book was modest in its description of their steepness. To make it a little more difficult the trail was buried in a foot of leaves, which we swept aside as best we could before we dared to take a step. We didn't descend; we slid. The manner was not always of our own choosing. One of my friends did a particularly expert nose dive, which was a combination slide, fall, roll and tackle. The total injury was one scraped arm. Just why a little blood should make us feel that the day was a success, I don't know, but it did.

Much to our surprise, we did reach the bottom. It is questionable which is more impressive: to feel yourself going down over the side of a cliff, or once down to look up at what you have done!

It was three miles back to Kent and Cherub (the car) by a grass-covered road which tags along beside the Housatonic. The sky in the west toward which we were walking changed its coloring for the night, and the river reflected and lengthened it.

Kent was in darkness when we reached it and the stars crowded each other to give us light. We walked the last few hundred rods up the state highway to the car silently. We were tired and hungry; the day had been good to us.

The Community Workshop in Decatur

(Continued from page 30)

hands. These men are encouraged to make needed articles for their homes. Much of the furniture in their homes comes to the shop to be reconditioned.

The value of the shop to this group is inestimable. It helps the men keep their minds occupied and gives them training in the use of tools and in doing repair work in the home. They receive value in the articles made both in dollars and cents and in the satisfaction of brightening up a home with a new piece of furniture and being able to say, "I made it."

Your Summer Playground Program

- Before you plan your playground program for this summer be sure to send for a copy of "Planning Summer Playground Programs," the most practical and up-to-date publication available on this subject.
- The pamphlet contains a thoughtful discussion of the activities which comprise the playground program and the principles to be followed in planning for it. You will find exceedingly helpful the sample daily, weekly and summer schedules which are included.

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Last, but certainly not least, is the opportunity offered men and boys to take advantage of the training and equipment of the shop. This may range from instruction in bench work, model building or metal work to furniture making, boat building or more advanced craft work. Some young man may have some special design in mind but has no place to work it out. The workshop offers him this opportunity.

Now that the Community Workshop is under the full jurisdiction of the Community Recreation Association, efforts are being made to include everyone in the program whether he is employed or unemployed, on relief or self-supporting. The shop's big task is to offer the public instruction in the use of tools and materials and a place to put them to use. It is the community's workshop in every sense of the word!

The Recreational Background of Our Transient Boys

(Continued from page 34)

to playground groups. The fact that so few boys (eight only) had previously been members of settlement houses is probably accounted for by the

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fact that many of them came from rural communities or small towns where such neighborhood houses are not known.

A Few Conclusions

While comparatively few cases have been studied here, and even these must be weighed in the light of evidence given only by the boys themselves and not verified by a social agency, certain tentative conclusions can be drawn.

In the first place, it is readily seen that America's army of wandering boys is made up of lads with what might be termed normal recreational backgrounds. These young migrants have been active participants in athletics, in church groups, in musical organizations, in boys clubs, and in those other fields of group recreational activity which are the heritage of all American boys.

Secondly, and leading out of this point is the conclusion that recreational leaders in transient boy lodges and camps have normal material with which to work, and can shape their programs accordingly, bearing in mind that some of the experiences of the road may have driven from the boy's mind temporarily all thoughts of play and sport. When an adolescent has been kicked from one town to another, and has been jailed and beaten for no reason other than trying to get a job, or to obtain something to eat, baseball and scouting must of necessity take a back seat. Recreational leaders in the transient program must bear in mind, too, that "the boys will respond to a vigorous 'he-man' program, but are bored, listless, or generally contemptuous if they consider the recreation too childish for sturdy youths." [3]

Finally, the conclusion is evident that certain features of our recreational program as it has been administered in the past have not met the needs of these boys. Boys leave home because of a complication of economic, social, and personal factors, but leaders in the transient boy field are pretty generally agreed that a vital educational and recreational program would materially assist in keeping at home a great many lads who would otherwise drift onto the open road because of sheer boredom. An adequate leisure time program in each community, no matter how large or how small, would be a genuine contribution to stabilizing our youth before they reach that place where stabilization will have to take place in some more undesirable institutions.

[3] Robert S. Wilson and Dorothy B. de la Pole, *Group Treatment For Transients*, National Association for Travelers Aid and Transient Service, New York, 1935, page 99.

New Publications in the Leisure Time Field

More Zest for Life

By Donald A. Laird, Ph.D. Whittlesey House. McGraw-Hill Book Co., Inc., New York. $2.50.

More and more books are being written on the satisfactions of life and how to secure them through a happy and worthwhile use of leisure. Dr. Laird has given us in this volume an analysis of the sources of happiness and discontent and has pointed the way to transforming a dissatisfied, half-hearted life into a zestful and useful one. And zest, he says, "is something we give to the world, not something the world pours over us. It is an inner condition of mental adjustment, an inner balance of emotions, motives, moods and ambitions."

101 Things for Girls to Do

By Lillie B. and Arthur C. Horth. J. B. Lippincott Company, Philadelphia, Pa. $2.00.

The purpose of this "Review of Simple Crafts and Household Subjects," as the subtitle describes the book, is to encourage girls of various ages to find enjoyment in the use of their hands. Many of the articles illustrated and described are the simple beginnings of useful arts. They are intended to inspire those who read and follow out the instructions to greater effort and to give an incentive to experiment in other directions. It is to the adventurer in the field of creative work that this book makes an appeal.

Youth Action in the Use of Leisure Time

Published by the International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois. $.15.

This booklet is designed to serve as a guide to action for young people and their leaders in the new united youth movement, "Christian Youth Building a New World," which is being developed cooperatively by Protestant Evangelical Forces of the United States and Canada through the Internatioual Council of Religious Education. The booklet first offers a bird's-eye view of the spare time problem, then suggests methods through which young people may organize and initiate a program. This is followed by definite suggestions for hobbies, nature study, hiking, camping, dramatics, games and sports, music and similar activities.

Play in Childhood

By Margaret Lowenfeld. Victor Gollancz, Ltd., London.

The author, who is Psychological Director of the Institute of Child Psychology in London, has based many of the findings in her book on the records made of the play of the children attending the institute. Some of the information given is the result of a wide reading of published studies of children's play. In addition to case studies, historical theories of play are reviewed and its functions outlined.

Learn to Ski!

By Hermann Bautzmann. The Macmillan Company, New York. $1.25.

The great popularity of skiing makes this book a very timely publication. Mr. Bautzmann has given us a complete course in skiing instruction, not omitting suggestings on "how to fall right." And there are chapters on Equipment; Walking Uphill; The Downhill Run; Pole-Riding; Turns; Christianias and other turns, and all the various techniques which make skiing such a thrilling and breathtaking sport. The book is profusely illustrated.

News Almanac for Social Work 1936

Published by Community Chests and Councils, Inc., 155 East 44th Street, New York. $.50.

This unique almanac contains a compact list of dates, anniversaries and events of significance for the interpretation of social work. Essential facts about each date, authoritative sources of further information, and practical ways to use the occasion for newspaper stories and special events are given day by day. The value of the booklet lies not only in the specific facts given but in the possibility of using the facts as a springboard for the imagination and ingenuity of the reader.

Juvenile Delinquents in Public Institutions 1933

Prepared under the supervision of Dr. Leon E. Truesdell. Government Printing Office, Washington, D. C. $.10.

This report presents the results of the 1933 federal census of juvenile delinquents in public institutions. Almost fifty tables are given in presenting the facts covered in the study.

Game Craft

By H. D. Edgren and Day T. Eiswald. George Williams College, Chicago, Illinois. $.50.

Here's a timely booklet telling how to make games, how to play them and giving illustrations for 67 different games. It offers the joy of creation and the fun of playing games which can be made out of inexpensive materials. The games may be made from material ordinarily found around the home or institution.

Skits and Stunts

By W. Martin Butts. Published by Mr. Butts, at East Boston, Mass. $.60.

There are seven amusing skits in this booklet, a number of circus stunts and some stunt games. Plenty of material will be found for several entertaining evenings of fun with very little work involved since expression and pantomime, not settings and properties, determine the effectiveness of the skits.

Story Parade.

Published by Story Parade, Inc., 70 Fifth Avenue, New York. $1.00 per year; $.15 a copy.

January saw the launching of a new magazine for children known as *Story Parade*. It is designed to give children the best in stories, verse and plays by contemporary writers. In addition, there will be presented foreign and other material of value not easily accessible to young readers. The qualities sought in illustration and decoration are simplicity and artistic value. On the advisory board are such well known leaders as Katherine Lenroot, Chief of the Children's Bureau; Bess Goodykoontz, Assistant Commissioner of Education; Hughes Mearns, New York University, and Joseph Auslander.

Government By Merit.

By Lucius Wilmerding, Jr. McGraw-Hill Book Company, Inc., New York. $3.00.

The Commission of Inquiry on Public Service Personnel which is responsible for this study was appointed at the close of 1933 by the Social Science Research Council with the approval of President Roosevelt. The Commission was created to inquire into and report early in 1935 upon the broad problem of personnel in the administrative, executive and technical services of national, state and local government. The work of the Commission falls into two parts: first, the collection and consideration of facts and opinions; second, the presentation to the American people of a report of findings and a program of constructive recommendations.

This monograph, dealing with the theory and practice of civil service and the methods by which offices of government may be filled with men of competence and character, is one of the special studies made by the Commission. Practical suggestions rather than technical are made for the proper classification, recruitment, salaries, promotion, tenure, pensions, employee relationships and administrative control of public service.

Guide to Motion Pictures.

Published by Community Chests and Councils, Inc., 155 East 44th Street, New York. $.50.

This guide has been prepared for the use of social and civic agencies and contains both propaganda and educational pictures. Pictures are listed which will fit into the four major fields of social work—child welfare; family welfare; health, and character-building. Of special interest to recreation workers are the listings under the headings: "Recreation and Physical Education," "General Health and Sanitation," "Safety," "Nature Study," and "Holidays and Special Days."

Working with Tools.

By Harry J. Hobbs. Leisure League of America, New York. $.25.

This, the latest of the series of the Leisure League of America—and there are twenty-five of these attractive booklets—suggests how to squeeze a workshop out of a home even if it is only a clothes closet or the drawers of a chest. It discusses the tools needed, their use and care, what to make, how to identify popular woods and how to finish wood. The home craftsman cannot afford to be without this practical aid.

The Merry Gentlemen of Japan.

By H. W. Reiter and Shepard Chartoc. Illustrated by Philip Gelb. The Bass Publishers, New York. $1.75.

"The Mikado," immortal classic opera by Gilbert and Sullivan, has been for more than sixty years the joy of theater goers. In the adaptation presented in this book the different characters are introduced to children in story form. The original work has been closely followed and many of the lyrics have been reproduced. The beautiful illustrations of marionette tintypes, as well as the stories themselves, cannot fail to delight children.

A Romance Map of the Northern Gateway.

Compiled by C. Eleanor Hall in collaboration with Josephine W. Wickser. Published at 45 Spring Street, Port Henry, New York. $.60 postpaid.

In this very attractive colored map, 18 by 24 inches in size, mere places and events have become centers of action in more than 140 pictures which dot the map. The territory covered includes that section of northeastern New York and Western Vermont adjacent to Lake Champlain, Lake George, the Champlain Canal, and the Hudson River, approximately 200 miles in length. In a region noted for its beauty and traditions, the incidents portrayed have been selected from a wealth of material. It would be difficult to think of a more delightful way of studying geography and history than this map offers.

Youth Movements Here and Abroad.

(Bulletin Number 135, Russell Sage Foundation Library.) Compiled by Marguerita P. Williams, Russell Sage Foundation, 130 East 22nd Street, New York. $.20.

This selected bibliography of articles on youth movements here and abroad, with a directory of leading American movements which gives a brief digest of the objectives and activities of each, comes as a timely and valuable contribution. All recreation workers should have it.

Guide to the Appalachian Trail in Maine.

Publication No. 4. The Appalachian Trail Conference. 901 Union Trust Building, Washington, D. C. $1.00.

To the hikers to whom following the trail has its own fascination this publication will supply detailed trail data for the now completed 224 miles of Appalachian trail in Maine. Though the trail leads through an utter wilderness, public accommodations in the form of sporting camps are available at intervals of a moderate day's travel. Maps for the completed trail are included in the guide book which also gives definite information on the various trail sections and data on accommodations, public camp sites and costs.

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Ridicule of Recreation

THE COMMON people do not ridicule recreation. Associations of common people for cooperative buying and selling have always encouraged recreation for their groups. Labor unions have always emphasized the importance of playgrounds, recreation centers, and all that goes to make satisfying life as a part of real wages. Unemployed united together for barter have established their own recreation centers without any outside stimulation. Those who live close to the heart of the people have no question about the people's desire and need for recreation.

Dictators, too, have sensed the importance of recreation. The Union of Soviet Republics in Russia lost no time in establishing public recreation. Mussolini quickly brought into existence the Dopolavoro in Italy. Hitler has a "Strength through Joy Association" in Germany.

It is as you get away from the Thomas Jeffersons, the Andrew Jacksons, the Abraham Lincolns, the Theodore Roosevelts, to men who do not understand the common pulse of humanity that you find indifference to recreation or a tendency to sneer at it.

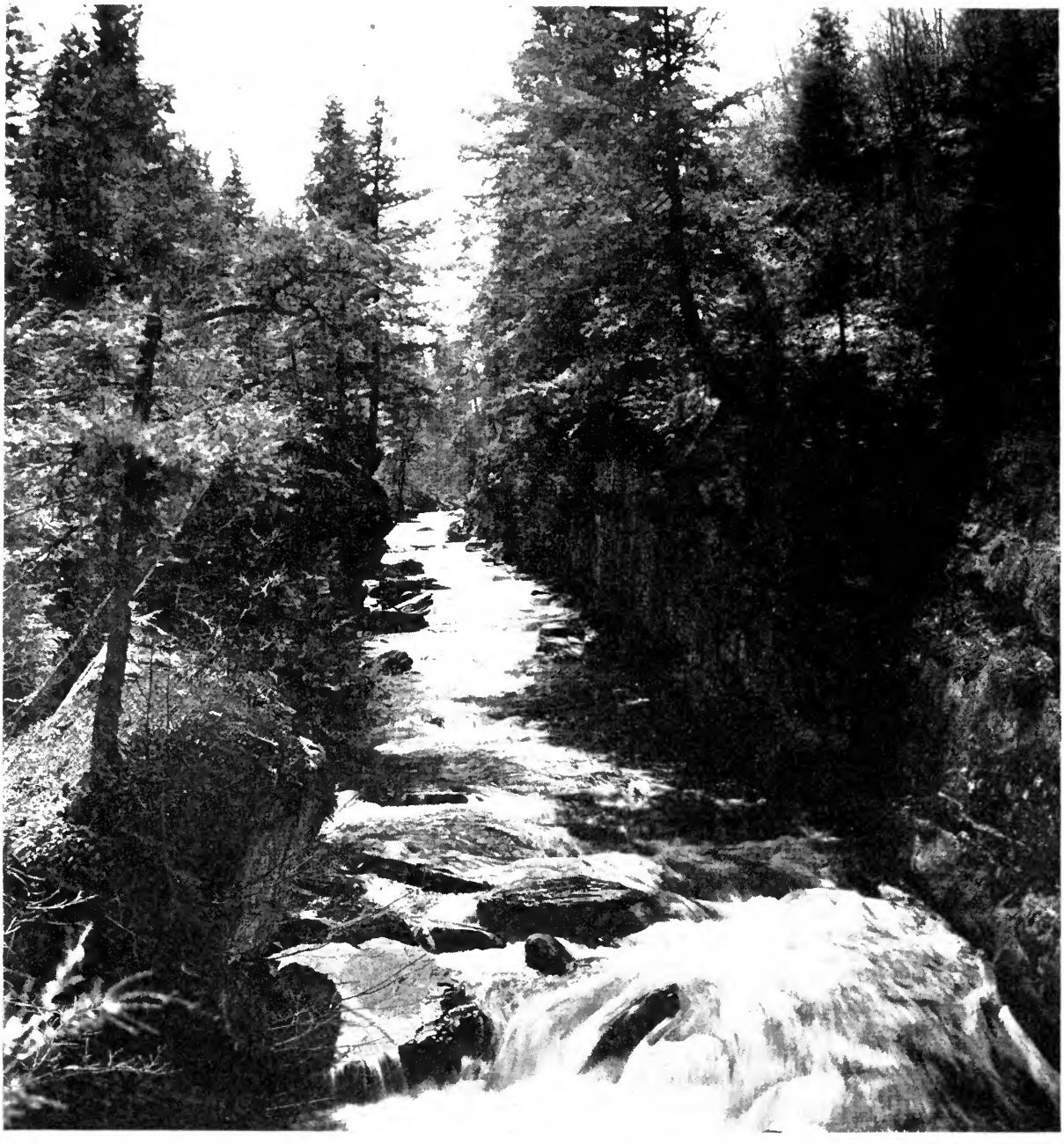
As life becomes thin, rarefied, and over-controlled by the intelligentsia, there is apt to be a question about the joys of common humanity. Men who openly or secretly are outlaws against society are apt to sneer at the simple natural pleasures which men enjoy together. To them provision for skating, swimming is a waste because they see a better use for pieces of silver.

Men who have kept close to little children, men who would see the spirit of Christmas prevail through all the days of the year do not begrudge the municipal swimming pools, baseball fields, tennis courts, golf courses—nor yet municipal orchestras, glee clubs, choral societies.

When millions are idle and lumber and metals are piled up without market—surely no one can say there is "no time" for building play and recreation spaces and that materials must be saved for a more important use.

A great and good and just Father surely rejoices just as much over the deep daily laughter of His people as over the silver that they have in their savings banks. After all, to keep really alive is far more important than just to keep breathing.

HOWARD BRAUCHER



Pennsylvania Department of Highways

Inventory

I take an inventory now and then
To see what things I own. Now once again
I find that I am wealthy. There's the sky,
Bright blue with showy lambkins racing by,
Bumping their heads in foolish childlike ways.
There's sunshine, and drowsy summer haze
That gives excuse for laziness. There's rain
That breaks the heat as suddenly as pain
Is dulled by gentle hands. Then there are nights
Of quivering softness pierced by little lights
From fireflies and stars. And there are trees
That seem to laugh with every little breeze
That ruffles them. And there are fields of wheat
And grass grows even by a city street.
No matter what my fortunes, these will be
Possessions I may keep eternally.

—*Eleanor Graham*

A Camp at Your Doorstep

By LANGDON GILBERT RANKIN

A TROUBLED mother started it all. She did not want her three small sons, aged six, seven, and eight, to be playing in the streets all summer. She was very anxious to find some place where they might be protected from bad contacts and enjoy the benefits of supervised play. In other words, she wanted the school to continue throughout the summer.

We knew the same thoughts were passing through the minds of other mothers. We also knew that there must be some boys considered too young by their parents to send away to camp, and that for many families the expense of a regular summer camp was out of the question.

There was, then, a very definite need for a place on Staten Island which would give an opportunity for boys to enjoy under supervision the outdoor activities of a camp, yet still live at home. What was needed, obviously, was a day camp in the neighborhood, a place where all the boys in question might meet and have a thoroughly well-balanced summer, all the experiences of a summer camp at home—and this to the ultimate satisfaction of the mothers and fathers.

We began to think it over; to ask ourselves if we could not make a go of a day camp; to wonder how many boys we could get. It was a challenge! We had to act quickly, for there were only three weeks before the time camp should begin.

We Make Our Decision

Monday afternoon found a number of us in deep discussion of many questions — how many boys; how to go about getting them; the question of equipment and lunches; where to swim; the program, rates; a budget. Our decision was made. We would tackle the job of making the Island Summer Camp an actuality and a success, provided we could get enough boys to carry our expenses with a little over. We fully realized that we had an idea worth building up for future years, though the first summer might be difficult to swing.

This month we give you a sampling of some of the various types of camping programs which will make it possible for many thousands of children and young people to enjoy the thrill of camping even though many of them will not be away from their homes a single night. So here are day camps of several varieties, and accounts of a number of interesting experiments.

The next morning we settled down to work, using the school library as our office. Our first step was to see what reaction the idea would receive from the parents of boys who had been at school that year. We drew up a form letter, expressing our plan as in embryo only, giving a few program details, and asking the parents interested to telephone us. We heard favorably from only three people. Meanwhile, we were busy formulating our program and investigating the practicability of its details. We needed publicity badly.

A suggestion from one of those who telephoned us came as a lifesaver. It was proposed that a meeting of all interested parents be called at which we should explain our idea and our program, and at the end of which we should ask for a definite expression of interest or lack of it. We could thus determine whether it was possible for us to go ahead or not. Again we bent to our typewriters, calling the meeting for a few days hence. Meanwhile, we completed our program, subject to revision after the parents' discussion, and we solved the problem of where we were going to swim.

The gathering was disappointingly small, but made up in interest, ideas and enthusiasm what it lacked in numbers. We reported that the headmaster of the school had very generously given us the use of the school grounds and equipment for the summer. We detailed our program, getting fine discussion on each item and a good many suggestions which we later adopted. We asked the parents frankly if they would consider sending their boys. And we got what we wanted—at least twelve boys, enough, with other prospects to insure a successful summer.

We Go to Work

We now had something definite to work on. The most convincing sales letter we could plan was hastily written, taken off on the duplicator,

and, with a copy of our program and rates, mailed to every parent whose name we could obtain. We enlarged our mailing list as we went along, getting new names from people who had been at the meeting and from others as we made contacts with them. After three days we telephoned those to whom we had written, getting an interview if possible. Second and third letters were composed and sent out. Whenever we could get an interview we went out and talked, enthusiastically, and therefore well, for by then we were completely sold on the idea. We built and painted a small sign to set up on the grounds, advertising the camp, making it out of scrap lumber and Five-and-Ten-Cent Store paint. The question of newspaper advertisement was considered and dropped, for we doubted if it would bring in results worth the expense. We were kept busy day and night, for the preparation of the camp plant had to be managed along with the office and sales work.

Our work bore fruit, and we opened camp July 2nd with twenty-four boys ranging in age from five to fourteen, and several of each age represented, or sufficiently near of age, so that all had companions. We divided the group in two, older and younger, according to size and compatibility. Though two boys needed special individual attention, and there were only two of us to handle the whole group, we found that with the help of one junior councilor we could give more than adequate supervision. With more than twenty-four we should have had to secure another worker.

We ran with this number into the first part of August, keeping between fifteen and twenty until the last week and a half of that month, and ending up with fourteen. We decided then to end camp the next year in the middle of August, as a great many parents went away on their own vacations at that time, taking their children with them. Thanks to another interested parent we evolved the plan of letting the boys draw lots for turns in inviting guests for a day at camp. The guests came twice a week on our swimming days. In this way we acquainted other boys and their families with what we were doing. More than half of this group signed on as regular campers, and after August 1st, when parents began to withdraw their children to go away themselves, this plan helped keep our number up.

The Perplexing Problem of Charges

A schedule of rates proved to be a difficult problem. We had had absolutely no experience whatever in running a camp. There were the hard times to be considered. One of our selling points was to be that we would offer all the advantages of a summer camp at home within a price range acceptable to those parents who could not send their boys away. We could not tell what our expenses would be. But we had to know what to charge before we held our parents meeting, or, in other words, four days after we had decided to go ahead.

So we laid out a budget. Luncheon, of course, would be our main expense. Our wives planned a week's menu of simple but appetizing lunches, computed their cost at the prevailing prices, and added in the salary we thought we could pay a cook. We budgeted all our other expenses, mainly equipment, in so far as we could guess at them, and found the total not so large as we had supposed. Nevertheless, we fully realized that our actual outlay might be an entirely different story.

Figuring our food expense on a basis of fifteen boys, and adding in all equipment costs and running expenses, we found we could make the summer pay if we charged thirty dollars a month. As an added inducement, two brothers would be admitted for fifty dollars, and three brothers for seventy-five. Further, payments for whole or part time could be met in four installments. These rates and method of payment met with the unqualified approval of our parent group. We had but one bad debt the whole summer, and that was cleared up before the season ended. One other regulation which proved a decided success was that we accepted boys for part time, by the week, or even by the day. Many parents who would have been unwilling to sign up for the season, or even for a month, sent their boys under this arrangement. We never ordered our food for the day until after we knew how many boys we were going to have. As lunch was our only meal, a varying number of boys made no trouble for us.

At the end of the summer, when we came to balance our budget, we were justifiably proud to find that all but one or two minor items were well in the black. Not only all camp expenses but also our own living expenses for the period were paid, with something left over besides.

The Equipment

We had the school grounds and equipment at our disposal. This, of course, was a very lucky "break." Mainly because we wanted camp to have as little of the school atmosphere as possible, we

used only the basement floor of the school building, with two exceptions. We had our manual training on the first floor porch, already equipped for that purpose, and we used one of the class rooms for showing movies. In the basement were the kitchen, the locker room, showers and indoor playroom.

Game Courts. Out of doors we had an immense amount of space available — three playing fields, a large amount of lawn, a fairly large tract of woods. On the playing fields we set up a baseball diamond, tennis, paddle tennis, deck tennis, volley ball, dodge ball and croquet courts; on different parts of the lawn we installed playground equipment, a tether ball pole, outdoor showers, and next the kitchen, tables for our outdoor lunches. In the woods we built a stone fireplace for outdoor cooking and cleared a space around it for eating.

The baseball diamond was already set up. On the small boys' soccer field we laid out and marked a regulation size tennis court of turf, with the grass clipped as short as we could get it. We mowed the court twice a week throughout the summer. Backstops were a hedge and a fence: the posts we made out of an old four-by-four, and the net we already had. We found a court of this sort very satisfactory for instruction and for beginners, though not very suitable for hard, fast tennis. The paddle tennis court, which measured just half the size of the tennis court, was placed in the far outfield of the baseball diamond, with four-by-four's as posts. Here an old volley ball net served its purpose. We laid out the volley ball and deck tennis courts as we had the others, getting the measurements from games books, lining them out with string, marking the lines with whitewash, sinking four-by-four's as posts, and utilizing another old net which we found in the school building. We already had deck tennis rings, and the volley ball we bought from Sears Roebuck. Sections of lead pipe formed our tether ball pole, and clothesline the cord. A tennis ball wrapped in netting was attached to the cord, and a circle of lime was drawn around the pole. We placed the croquet outfit on another part of the field, marking the positions of the posts and wickets with lime for greater ease in putting up each day. The dodge ball court was easily made by drawing a large limed circle. Quoits, or horseshoes, were thrown over two short pieces of pipe driven into the ground, whitewash again being used to mark the court.

On another part of the field, in the places used during the school sports day, we re-set the broad jump and high jump pits, posts and bar. The straightaway and the grass track around the field, as well as the school hurdles, were available whenever we wanted races of any sort.

A Wet Marker. To keep all these courts well and visibly lined we needed a wet marker very badly. On looking up the cost, we found that a good one sold for $35.00, a fair one for $17.00. Spending this much would have badly wrecked the budget! As we thought over the problem, it suddenly struck us that the large steel drum we had seen in the cellar would well serve our purpose and cost us very little to prepare, if we equipped it with a tap or nozzle and set it up on a lawn mower frame. The can was immediately taken down to a plumber, a friend of ours. He made a good installation of a tap, or faucet, and did the job out of friendship. When we had brought the drum back to school we had the blades of an old lawn mower removed, and roped our marker to the frame. Filled with lime and water, it proved perfectly practicable, though heavy and clumsy to work. It had to be pulled rather than pushed, but,

Enthusiasm over outdoor showers is universal. Some children in a city in Canada are shown here enjoying their homemade showers

due to the fact that it worked well all summer and had not cost us anything, we were delighted with it, as well as amused at its peculiar aspect.

The Swimming Problem. We encountered difficulties in planning our swimming arrangements. We were situated on an island which had public beaches and public pools as well as some private pools, but with obstacles attached to all. Next door to the school, however, at three or four minutes walk over our side wall, was an enormous outdoor pool, ideally situated for us, but unused, or so we thought until we investigated. Inquiry proved that it was in use and that we could swim there two mornings a week and any afternoon we chose, at rates running from fifty cents per adult, twenty-five cents for boys over twelve, to fifteen cents for boys under twelve, for the whole season. Beyond what swimming instruction we could give, regular swimming and junior life saving classes were available.

"Summer camps furnish an excellent medium for teaching boys and girls the fundamentals of social adjustment. . . . We can at least say that camp life represents the sort of situation that all children should learn to face. They should learn to enter readily into new social situations, make friends with the other members of the group and cooperate in group activities." — *Carlos E. Ward* in *Organized Camping and Progressive Education.*

For those mornings on which we could not go swimming, and for use in the afternoons, we constructed a set of outdoor showers. Choosing a place on the lawn which would drain well and which was near the shower room, we sunk a pair of soccer goal posts into the ground. Using joints and pieces of the old piping we had collected, a section of rubber hose and some adjustable hose nozzles which we bought, we rigged four outlets on the cross bar and connected them with one of the showers in the locker room. All of the other showers were plugged up in order to give us enough pressure outside. These showers were a source of great pleasure on hot days and served to remove the dust and grime of play. If the day was temperate, and the shower too cold, we could warm the water by turning on the hot water faucet in the shower room.

Playground Equipment. For the younger boys especially, and for the use of all at odd moments and in free play periods, some playground equipment was necessary. For material we had the piping, four-by-fours, and some rope, paint, and brackets which we had to buy; for labor we had our own hands. Piping, joined into an upside-down U, sunk deep in the ground and braced by wooden beams, was the base for our see-saw. A long, heavy board, planed and sand-papered, and with wooden handles two feet from each end, was bracketed onto the base. This see-saw was in constant use and stood up until we took it down after camp. A chestnut tree with extensive branches was utilized for a swing, a swinging bar and a climbing rope. The bar and swing seat were made out of an old pole and desk top, each attached to its rope by brackets. Swing, bar, rope and see-saw were always occupied before and after camp hours and during the play periods.

Our Outdoor Fireplace. The outdoor fireplace was built and the camp grove cleared by the boys themselves. Enough brush was removed to give room for everyone to stretch out on his blanket and to provide space for the fireplace and serving arrangements. The fireplace consisted of slate and brick flooring and strongly-set stone side and back walls. It was placed in the middle of the grove. For a grill we used an old cellar window grating. A large ash can, always filled with water, was placed within easy reach. For serving we used an old desk and table kept permanently in the grove. If need be, we moved up one of our dining tables. We procured a fire permit, of course. Our outdoor cooking experiments were highly successful and very popular.

Handcrafts. The manual training equipment at our disposal was very extensive and exceedingly useful to us. A porch with a western exposure, glassed in, and with windows that would open, was delightfully cool on the hottest of summer mornings, though naturally unusable on the same afternoons. Six double-vised work-benches, a twenty-five foot work and paint shelf, a well provided tool closet, and some scrap lumber were at hand. We had to buy some lumber and nails, but, after the man at the lumber yard found out what we were doing, we returned from there with about four times as much free lumber as we had bought, and with nails thrown in to bind the bargain. What paint we needed we bought at the Five-and-Ten. We reserved one section of the porch for airplane modeling, and left our junior councilor in charge. In the other end of the porch quite creditable bird-houses, treasure chests, sail and motor boats, and book-ends were made.

The All-Important Problem—Food! Food was our main expense. We wanted it to be of the best,

one of our main selling points. We wanted the boys to eat and like it and come back for more. This department we left in the hands of our wives who made a great culinary and financial success of it.

The school kitchen was made ready. Dishes and silver, packed away, were brought to light. We bought paper cups, paper napkins, dish towels, oilcloths, soap, thermos jugs, and other supplies quite inexpensively at sales. We repaired and painted two old tables for our lunches, and placed them under shade trees near the kitchen door. We planned to have the boys, after washing for lunch, form a line in the locker room, march through the kitchen to get their plates, which had been filled by the cook, and go on out to the tables, already set with all but the main meal. Dessert was brought out later, either by the cook or by boy waiters. After lunch the tables were cleared by the boys, each taking his own implements back to the kitchen. When they had taken their chairs to the manual training porch, they went out through the locker room to get their blankets for rest period.

When we cooked our luncheon over the fireplace, the main part of the meal was usually prepared in the kitchen by the cook. She did this, particularly at first, until the boys had gained some experience. Five or six boys were appointed chefs for each week, under a rotation plan, and these boys, supervised by one of us, had entire charge of the meal.

First a supply of wood sufficient for the day was gathered and the fire was started. Plates, silver, glasses, cups and napkins, were placed on the tables, ready for serving. Water bucket and ladle were brought out, and the food to be cooked was put on the fire. Lastly, the food prepared in the kitchen and the milk arrived. A whistle or a lusty yell sounded the call for "chow." The cooks, who usually ate before the others, were appointed as servers, with one to guide traffic. After the boys had placed their blankets, they lined up to go past the serving tables and get their food. They came up for seconds whenever they were ready. At the conclusion of the meal the cooks cleaned up.

As the summer progressed the chefs began to do more and more of the preparation and cooking themselves. By the end of July they were asking us to tell the cook not to come at all! Twice the boy cooks handled the entire preparation, from taking in the milk to putting away the last washed and dried plate. And they thoroughly enjoyed themselves, in addition to learning a good bit about cooking.

To save a great deal of trouble in shopping around we bought the greater part of our food at one place. We knew supplies would be good, for the family who ran the market had several boys in camp. Because we bought most of our food there we were given the prevailing low rate on the Island. We wanted our boys to gain weight and to be in as good physical condition as possible by the end of the summer, so we gave them a great many fresh fruits and green vegetables, and avoided fried foods. Fresh vegetables of every kind available, salads of all sorts, baked fish, bread, butter, milk or chocolate milk, cocoa, if the weather was cold, fresh fruit or ice cream for dessert, sandwiches for hikes—these made up the main part of our menus.

Few indeed are the boys who do not find joy in making things!

Courtesy Board of Education, Los Angeles, California

Digitized by Microsoft®

A few typical menus follow:

Omelet	Baked Salmon
Baked Potatoes	Scalloped Potatoes
String Beans	Buttered Squash
Rolls, Butter	Raisin Bread, Butter
Milk	Milk
Ice Cream	Blackberries and Cream
Pigs in Blankets	Bread, Butter
Potato Chips	Milk
Pear Salad	Chocolate Pudding

Outdoor cooking menus:

Scrambled Eggs, Bacon	Frankfurters
Potato Salad	Baked Beans
Rolls, Butter	Vegetable Salad
Watermelon	Rolls, Butter
Milk	Grapes
	Milk
Flying Horses	Lettuce and Tomatoes
(Cheese and Bacon Rolls)	Ice Cream
Creamed Potatoes	Milk

The comments expressed by the boys, the requests of the mothers for recipes, the remarks of the parents who ate the camp supper prepared for them by their sons, bespoke the quality of the food.

Safeguarding Their Health

The camp outfit consisted of a play suit, or shorts, of any kind whatsoever; swimming suit or trunks, towels, and a bathrobe; sneakers, or some kind of play shoes; a blanket for use in rest period, and any sports equipment the boy wished to bring. The boys were thus enabled to use clothes and equipment they already had, and their parents were spared the expense of a uniform outfit.

A record of each boy's physical condition was taken at the beginning of camp. Every week thereafter his weight was checked and at the end of camp a second record was made. We kept in close touch with the individual physical needs of each boy. We were very proud to find that most of our boys gained weight and that in practically all cases their physical upbuilding was steady and consistent. Their color was good, their muscles firmly knit, and they had every appearance of increased physical vitality. A doctor was instantly available, though luckily we had no call for his services. Cuts and bruises we had in plenty, of course, but the camp medical chest took care of all of them.

The Program

The boys were supposed to be at camp at 10 A. M., ready for the day. Usually they were there before 9 A. M. Shirts came off on arrival, and except for the luncheon period shorts were the order of the day. Play on the swings and at various games was broken up by the call for setting-up exercises when the roll was taken. The exercises lasted twenty minutes. Though not very popular among the boys, the results gained from them were decidedly beneficial. Before dismissal, the program for the day was gone over, the cooks notified of their appointment, and changes in schedule brought forward.

If the day were Monday or Wednesday, we all went in to the locker room, changed into our swimming trunks and marched over the hill to the pool, wearing our bathrobes and carrying our towels. The older boys took part in their classes; the younger were given swimming instruction by us. All had plenty of time for play and games in the water. When the noon whistle sounded, we went back to camp, changed, and had a free play period.

If it were Tuesday or Thursday, we went from setting-up exercises to the manual training porch for airplane modeling or for carpentry. Others reported at the luncheon tables for clay modeling, nature study and setting up exhibits of nature study projects. A few went up to the closet we had rigged out as a dark room to develop and print the pictures they had taken. Some went around collecting insects, butterflies or leaves for their nature study work. The place must have looked like a madhouse while the butterfly chasing went on. Picture a large field covered with the figures of small boys, a bottle in one hand, a waving towel or net in the other, the figures weaving, darting, and swooping!

Each boy was given the opportunity to take part in every activity we had, our only rule being that what was started had to be carried through to completion. They all took up at least three of the activities. Towards the end of each week the boys who had elected to bring out the camp paper set to work on it, wrote their articles and reports on activities, drew their cartoons, made a typewriter carbon of the whole and took copies off on the duplicator.

The project period ran until about 11:30. After that came a free play period. For the month of July this consisted mostly of playing off tournaments between the members of the Reds and the Blues, the two teams into which the whole camp membership had been divided. A schedule of point awards for every camp activity had been drawn up, the winning team to be announced the

last day. Double tournaments, one for the younger and one for the older boys, were run off in every kind of a game possible — team and individual.

In August, when interest in tournaments had flagged a bit, we introduced new game activities, usually getting our suggestion from one of the boys. They were carried on for two or three days until waning enthusiasm again warned of need for change. These latter games were more group activities than individual ones, and we found that with our membership changing in personnel from week to week—in July it had remained constant —this method of play was more desirable.

About 12:30 a hot and dusty group would begin to call for showers. So, after a rapid change, we would all gather under the fine spray which was warmed by the sun, and drench ourselves. During the shower we usually had a speedy dodge ball game on the lawn, or played with our big rubber ball. Then we dressed for lunch, eating it out under the trees. Or we got our blankets and lined up for the meal cooked by the young chefs at the outdoor fireplace.

After lunch, usually over a little before 2:00, the boys stretched themselves out on their blankets in the shade of the trees, with a book or a game, for the rest period. We leaders dozed in the sun, did our bookkeeping, or ran errands. Sometimes we read aloud to the boys as a group, or had a visit and a story from a very charming Southern girl who came down from the public library. Projects which involved no active movement could be carried on at this time. The newspaper staff often worked all through the period.

Rest period was followed by two hours of some group activity, the majority of our afternoons being spent in playing baseball. We always used a hard ball, finding this game more enjoyable than indoor baseball. Most of the boys participated in this, though some played tennis and a few of the little boys played in the swings. Uusually the group was kept together and idling was not encouraged. During August there came a change in our afternoon play coincident with that in the morning free play period. Cops and Robbers, Prisoners' Base, and other games took the place of baseball. Two or three afternoons were spent in building huts of brush and grass. We had two baseball games with the Community Center Camp, followed by a swim in their pool after the game played away from home.

We found the swimming pool too crowded to use in the afternoons, so we ended the day with another half hour spent in the outdoor showers and with a game of dodge or volley ball. At 4:45 we changed to go home, the boys' parents coming for them at 5:00. Closing up took us no more than five or ten minutes, and we were then through until 10:00 o'clock the next day.

Adventuring

Every Wednesday afternoon, after rest period, we took some kind of a trip on the Island. Usually we drove the boys in our cars, as the time was rather short for hiking. Two trips by each of us brought the group. The first arrivals were left in charge of one or two of the older boys capable of such a trust, and the responsibility thus given was helpful to them. Only once did we have any trouble, and luckily that was a minor episode.

Our first trip found us the guests of the Community Center Camp at a Marionette show, followed by a swim in their pool, both of which all of us enjoyed. We visited the office and plant of the Island newspaper, finding this extremely interesting for the boys, and very worthwhile for us in that we saw pictures of our call in the next day's paper! Another time, we drove the boys down to the docks to see the ships, new and old, that lay berthed there, and to be taken over one of the coast guard ships. Once we visited a dairy and milk bottling plant. The Island Museum gave us another interesting afternoon.

Each Friday we spent away from camp, either going on a hike, or over to town. Fort Wadsworth, commanding the harbor entrance, was the scene of our first whole day's trip, and was perhaps our most enjoyable hike. After looking over the fort we had lunch on the beach, and following rest period, ran a short treasure hunt before going on to see some more of the fort. Two other hikes were taken on the Island, on both of which we did a good deal of walking, all cross-country, enjoyed a sandwich lunch, and spent the afternoons in racing over the countryside at hare and hounds.

In town, we paid visits to the Zoo, the Museum of Natural History, the Aquarium, the Museum of Science and Industry, and saw a ball game at the Polo Grounds. Each boy came provided with his ferry and subway fare—and ususally something besides for candy. He was required to handle the fares himself, and was responsible for

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Courtesy Department of Public Information, WPA, New York

New York Tries Out New Methods of Education

By MAUDE L. DRYDEN
Senior Project Supervisor
Day Outing Camps

SUMMER means vacation to every child and vacation means no school to most children. To some it is a time of great special joy when the camps open and summer time is linked with plans for living an expanded existence with trees and hills and streams and star-filled nights with clean winds blowing. Always there have been a great many more children who have looked forward to what freedom could be enjoyed just outside their immediate homes, on the very doorstep, it might be said. To these children the summer play schools offered one avenue of relief from the crowded streets and a few even went for periods of one or two weeks to settlement house camps, if they could afford the very small fee charged. There remained at all times the preponderance of pitifully wistful ones standing on the curb to watch all these envied ones ride away to that wonderland that is called camp. They had heard romantic tales of their friends' experiences with live animals of field and farm, of long tramps in the woods and songfests around camp fires.

Now in New York there will be fewer and fewer of these hungry-hearted children left standing on the side lines because thousands of them will go to day camps as a supplement to all these longed-for experiences.

In the March issue of Recreation Mrs. Dryden told of the winter day camps being conducted in New York City. To round out the picture of New York's day camp program we are presenting in this number an account of the camps conducted last summer under the joint auspices of the Board of Education, the Park Department and the Works Progress Administration.

Three Agencies Combined

Three agencies combined their efforts to bring these day camps into being—the Park Department, the Board of Education and the Works Progress Administration. In the two years since the plan was put in operation, tremendous strides have been made. In the summer of 1934 four camps were opened; the next summer there were seven, with the number of children attending more than doubled.

With so many agencies attacking the problem, it necessarily required considerable time to arrive at a final construction of program, but all reached an agreement although each arrived at it from an individual viewpoint. The Park Department said, (to quote James V. Mulholland), "Every child should enjoy the wide expanses and be allowed greater freedom to play." The Board of Education said (quoting Mr. George H. Chatfield and Mrs. Anne Limpus), "Education should be recreation," and the Recreation Unit of the WPA said, "Recreation *is* education," and the supervisor of the day outing

camps said "Camping is education through wilderness experience."

The Park Department allocated several parks offering the greatest possibilities for rugged wooded areas. The Board of Education arranged to send the children from the summer play schools, arranged for transportation with subway and bus lines and furnished lunches. The children were encouraged to pay eight cents for the lunch, and if that was a hardship, to pay what was possible. Often they could pay nothing, but lunches there were for all. It was felt that children would feel greater self-respect if they could possibly pay, but aside from the lunch cost everything was entirely free to the children.

"Youth is ever romantic and curious. It craves revelation in all things. Its senses are alive, and yet the delight of camping is not only emotional, it is practical. Camp is the place to acquire instinctively the invaluable habit of adjustment."

The WPA contributed recreation leaders and teaching staff and attendants to escort children from location to location. The program was carried out cooperatively by the Board of Education and the Recreation Unit of the WPA.

For two days of each week the children were sent from the summer play schools, where they were engaged in a wide variety of units of work, and at camp they often continued this interest under the supervision of the teaching staff. After August 16th, when the play schools closed, the children were sent to camp every day. While one half of the group was busy with the kind of activity related to school work, the other half was having a period of complete recreation under the guidance of recreation leaders.

Objectives Outlined

The purpose of the recreation program was the development of the whole child, his character and personality and his body.

Realizing that children learn and with lasting results during their play and that all their games and activities are experiments with and preparations for life situations, it was necessary to consider many things in planning this program. Some of the points that shaped the plans for activities were:

Every act is educative.

Education is changing personality—a progression.

The child's activities determine his adulthood.

The need for the subtle culture of intimate relations wiht living things and nature's environment.

Education, through activity, places the stress on initiative.

Every stage of the child's development is the result of adventuring in unknown fields.

Camp becomes both a curriculum and a process of fitting for whole-time living.

Plat patterns are an integral part of all human cultures.

In planning the program then, activities were selected that

(1) would stimulate healthy curiosities.
(2) develop physical condition.
(3) provide for proper emotional outlets and sensory gratifications.
(4) establish good social relationships.
(5) create *fun.*

In fact, a well-rounded social recreation program was the aim. This program was to supplement that of the play school and the two were to blend into a harmonious whole. If the aim desired was to be achieved the leaders, it was realized, must be chosen with the greatest care. Hence in selecting the personnel the following qualifications were kept in mind:

Character—honesty, integrity and consideration for others

Personality — poise, patience, spirit of youth, good emotional control

Skills—good knowledge of games and camp activities, initiative

Discipline — an attitude of discernment, good judgment, genuine interest and friendliness, tempered with dignity.

The Explorers' Club

The wide variety of activities presented included a list of some two hundred carefully chosen games, story-telling and dramatics, with singing games and dancing. All these activities were fitted to the environment of the woods, with care taken not to stress those of the city streets. There was no equipment provided but some crude apparatus was evolved from materials at hand. Sticks and rocks served many purposes so that the lack of ready-made equipment became rather an asset than a handicap, because necessity was actually the mother to a great deal of invention or initiative.

The Explorers' Club period was planned to supply the requirements of the adventure craving and at the same time expose the children to

"nature interests." They naturally absorbed some new knowledge all along the way and became more and more inquisitive. They were really ready to accept the teaching of the subject matter, when it was later presented by the teaching staff.

The hikes of the Explorers' Club were real explorations and the results came in the form of collections of rocks, shells, flowers, leaves, galls, queer shaped sticks, bugs, toads, salamanders, all kinds of plant life, even snakes. Sometimes a collection would be a hodge podge of many of these things but all dear to the collector's heart. All sorts of strange terraria and aquaria were constructed to care for and contain these collections — tin cans, glass jars, cardboard boxes, cigar boxes; an endless assortment of such things were commandeered to house the treasures. Some of these finds were left in camp and some went home with the children. Games were played with competition in observance of nature sounds, observance of forestry, birds, fish, insects and geology.

Fires were lighted without matches; magnifying glasses were used; telling time by the sun was attempted; weather signs were noted, and many other similar interests were carried on during these periods. The treasure hunts created much excitement and really led to a new kind of interest in geography, history, nature lore, and to a slight extent, mathematics. These hunts included trail making with use of old well-known blazes, compass hikes, signalling, measuring distance by stride and shadows. The periods were highly successful and the increased alertness was very evident, but mainly they were just "swell fun" so far as the children were concerned.

Other Activities

A demonstration camp yard was developed in each camp. Here all kinds of camp fires were shown and their various uses demonstrated. There were bird baths and feeding stations, sun dials and weather vanes, and there was a council ring at these camp demonstration yards. The romantic appeal of these yards was strong; the setting was picturesque and two native American Indians lent an authentic touch by their leadership in this part of the program. Certain camp crafts grew from these suggestions. The children brought tin cans and made tin can fireplaces, and then brought food to cook on them. All this was done to further a desire for individual camping expeditions in later years. The lure of cooking over an open fire did send numbers of older boys, especially, out to the woods and open country roads over the week-ends. Some other woods craft too, developed from the camp yard; weather vanes were concocted, many kinds of whistles were made of grass, reeds, wood and hollow tubes. Kites and pin wheels were constructed, Indian peace pipes were made and acorns were used for pipes and necklaces.

Ernest Thompson Seton's procedure for Council Ring was used as much as possible and both beauty and dignity were added to the contests of individual skills, songs, pantomimes and the like. Indian legends, Indian dances and games were introduced at these fires and the technique of the Wood Craft League adopted in one form or another for these ceremonies. This was always a high point in setting the camp atmosphere.

Each day found approximately four thousand children eagerly trekking to the subway station en route to the day camps where they were usually introduced to an entirely new experience. There were wild dashes for little clover patches and all day long little drooping bunches of the blossoms would be cherished with jealous care to

In some cities it is possible to include swimming in the day camp program. When this is the case, great indeed is the rejoicing!

be taken home to baby sisters and mother. One child saw a bird in a tree and asked what it was. One of the leaders answered, "That's a woodpecker, isn't it a beauty?" The boy looked very puzzled and said, "Gee, I thought it was a bird," and he was quite serious too.

Some of the Values

Camp is the laboratory of human relations. It is first, last and all the time, the place where happiness reigns, and happy, healthy people are pretty sure to be moral people. Loyalty and patriotism and a pride in their own country can more easily find foundation on which to build when nature expresses itself, and this can hardly find foothold among children reared in conditions where rebellion is the principal emotional expression and where frustration is the usual order. Camping serves a unique educational purpose by stimulating self-discovery and self-education. It is here that children are helped to learn rather than be taught. Camp also offers the best possible opportunity to acquaint children with the background of American history and literature. A child who never sees the woods or farm life cannot have a clear picture of the early American pioneer stage in the development of the nation. Camp can give experiences similar to those of the old settlers.

A recommendation that appeared in the 1929 Annual Report of the Superintendent of Schools of Philadelphia is a prophecy of the day when every boy and girl will have the opportunity of camping, "I would recommend again that a special committee be appointed to find ways and means to establish camps for all the pupils in the public schools."

General Suggestions in Planning for Day Camps

Promotion. If the enrollments are to come from the crowded districts, the public schools and Parent-Teacher Associations are the best means of spreading news of the plan. Principals of schools will encourage the project and help create the desire for the program. They will also arouse the interest of the parents through the Parent-Teacher Associations.

Attractive posters and bulletins can be displayed in conspicuous places in the schools and in shop windows.

Through the cooperation of the schools it will be possible to make registrations and some approximate idea of the number of children to be scheduled can be obtained well in advance.

Settlement houses, churches and civic organizations will all lend any help possible.

Camp Location. This should be near enough to require a reasonably short time to cover the distance. If possible, the route itself should be selected to offer interest and change from the environment of the home territory.

The site should present a woodland country atmosphere with as much variety as possible in nature interests. It would be well if there were hills and rocks, a stream or a lake with water life and frogs and turtles. There must be trees, flowers, birds and bugs and weeds.

It should be as remote as possible from main thoroughfares, and narrow lanes and paths are preferable.

It is essential that there be a supply of good drinking water. It is also necessary to have some acceptable toilet arrangement. Tables and benches will be needed and fireplaces are desirable.

There will be need of some sort of shelter in case of sudden showers. If nothing more permanent is available temporary shacks or tents will answer. Some kind of strong box or lockers should be provided for storing whatever equipment is used each day.

Some level areas are desirable for camp games and it is advisable that small areas be numerous so that groups will not conflict with one another.

Transportation. Arrangements may be made with municipal transportation lines and these will probably require that the regular business traffic of the day is disposed of before the children may be permitted to use the facilities.

Escorts should be provided so that there will be about one adult to every twenty children. These people must be trained to make the actual journey itself one of interest, not as a guide might do, but rather as a person who is himself an appreciative traveler. Every bit of the route should be studied to discover all of its interests, such as fine architecture, good traffic regulations, well planned housing, produce markets and sources of the products, all historic spots or civic improvements. This is a valuable part in the day's experience and is an opportunity not to be neglected in broadening horizons.

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How Does Your Garden Grow?

By CLARE NICHOLS
Superintendent of Recreation
Cedar Rapids, Iowa

Eight years ago the boys and girls of Cedar Rapids, Iowa, were asked this question: "Would you like to have your own gardens?" A most enthusiastic "Yes" was the answer and an interest was immediately shown which has persisted through all the years and has resulted in a constantly expanding program.

CHILDREN'S gardens have long been an outstanding project of the Cedar Rapids Playground Commission, carried on over a period of years with the splendid cooperation of the superintendent of schools and the principals of the various schools through whom our enrollment is secured.

The garden project is divided into two departments —home gardens and playground gardens. Home gardens are for boys and girls who wish to have a small plot of ground at home in which to plant and cultivate flowers, vegetables, or both; to construct rock gardens and pools, and to create wild flower gardens with the leadership of their parents and under the supervision, throughout the summer, of the garden director and her assistants. Playground gardens are designed for boys and girls who are desirous of having their gardens in a large plot of ground with other children. These plots are secured in different parts of the city through the cooperation of real estate companies, property owners and the School Board. Each plot is divided into small gardens averaging about 10 by 15 feet. Every young gardener has his own individual garden and is expected to prepare the soil after it has been plowed and harrowed, and to plant, cultivate and harvest his crops.

Once a week the director, a teacher with several years of experience in promoting gardening, conducts a class period at each garden plot, instructing the boys and girls in garden activities and also in the making of notebooks containing data on their gardens and lessons on agriculture. Flowers, vegetables or both may be planted. Each child is the proud possessor of his own garden products and may use them at home, sell them or give them to others. All products must be harvested by October 1st of each year and the surplus given to charitable organizations. In this way there is no waste.

A garden exhibit is usually conducted at the close of the season in which both home and playground gardeners participate. Awards are given those who have particularly good exhibits. As a social feature a picnic is enjoyed each summer.

In addition to the instruction they receive in the important art of gardening, preparing the soil, planting seeds, cultivating and harvesting, boys and girls are deriving from the activity a joy which cannot be found in any other field of endeavor. With this enjoyment comes the spirit of cooperation with their fellow workers so greatly needed later in adult life.

Four years ago the Playground Commission organized an adult gardening project not only as a form of recreation but as a means of self-help when salaries began to diminish. This department was placed under competent supervision and over 1,000 adults were enrolled the first year. The project later evolved into our extensive "unemployed gardens" which have been a means of great satisfaction to many men and women.

"The pioneers going forth to conquer the west carried their rose and geranium slips hoping to create the illusion of home with plants they had loved. And which of us today who has once known the happiness of 'green things growing' would do less?" — *Helen Van Pelt Wilson.*

"Gardening is one of the leisure time pursuits that always make people lyrical. There is a poetry in Nature which inevitably colors anything one writes about her, and human happiness is so organic and so akin to the great contentment and apparent joy of all the lower creation, that one can hardly do anything which brings one back into harmony with the rhythms of plants, animals and the seasons without being happy." — *Marjorie Barstow Greenbie* in *The Arts of Leisure.*

Living with "Shell-Shocked" Youth

By ARTHUR SCHROEDER

and

FRANK KAPLAN

The story of a summer camp lacking in de luxe features, but amply supplied with problems!

BOARD MONEY and personal allowances would cease by July 1st. These fifty unemployed youths could then go to the annual camp conducted each summer by their sponsoring organization, free of charge, or they could stay in the city and shift for themselves for the next eight to ten weeks.

How did the boys accept this decision?

HY: "There won't be any jobs open in town. I might as well go up to camp and get some swimming, a good coat of tan and build myself up. Ought to be able to locate a girl friend."

IRVING: "I'm fed up on job hunting. Anyhow, I've been away at the CCC Camp so long, I don't know how to get a job. There's nothing like out-of-door life. I won't have to spend any money on swimming."

MORRIS: "If I go to camp, I'll get away from the fights at home about me gettin' a job. It'll help my mother save on Home Relief, too, by me bein' away."

PAUL: "Aw, hell, I hate camping. Maybe I can pick up some easy money playing cards, though. Guess I'll take a chance."

MOE: "I hate to leave the city, but what am I gonna do—shift for myself? Naw, not me, I'll go to camp."

What the two young progressive school teachers, who had been put in charge and promised a free hand, thought about this prospective camping experience:

ONE: "This is better than trying to run my own camp in these hard times. No worries about money. What an activity program we should work up with these lads! None of this play construction, but real jobs."

THE OTHER: "This job is better than the swivel chair, big-shot job I had last year. The fact that these lads kicked out their councillors at last year's camp makes the job interesting. The lads are old enough to run the camp with the two of us, even if we don't get more help from the state. I think many of them have vocational training, too."

We had to begin from scratch. Last year's camp site was unavailable. For months, expeditions to the city environs had failed to reveal a suitable or available location. With the month of June at our heels, we had to get settled in a hurry. It became a question of take what you can get or nothing at all. Although the location finally chosen had several good points, it also produced a host of unexpected problems.

The Camp Site

It was certainly a primitive site! Situated in a second growth wilderness on an abandoned farm about four miles from town, it offered no facilities for installing plumbing, electricity or a telephone. Furthermore, the half-mile stretch into camp was impassable for motor vehicles. There was no cleared space for recreation. Three old farm buildings, separated from one another by several hundred yards of rocky, swampy and overgrown road, had been untenanted for many years. However, though they were quite run down, they showed promise of utility after extensive cleaning and repair. Drinking water would have to be carried in pails from a broken down spring house at the end of a winding road leading to one of the buildings which could be converted into a mess shack. Cooking water was closer at hand—some seventy-five feet from the mess shack a brook raced down the hillside. To do any gardening one had to adopt pioneer methods of cutting, burning, digging and levelling. Then only could a team of horses and a plough be brought in.

On the other hand, the location had its good points. It was isolated and for that reason allowed for a freedom of action without the usual attending worries about rural neighbors. The creek which flowed through the property invited its damming up into a swimming pool. An old barn could eventually be made over into an indoor recreation hall. At any rate, the place wasn't

ready-made. We were going to have to live creatively and cooperatively here in order to live at all.

Camp Adjustment a Problem

It was raining when the first unit of pre-camp pioneers arrived to help get things ready. Common misery as a result of a leaking roof, inadequate equipment and lack of cooking supplies, eliminated at the outset all the usual social distance between councillors and campers. Those early days forced all to face the realities of an immediate adjustment to a primitive life. Campers' backgrounds and councillors' objectives were both put to the test at the outset. The swampy and muddy road leading to the mess shack had to be drained and filled in. Jo complained, "What the hell are we gonna fix up this guy's property for?" When we went to work on the garden, another remonstrated, "Say, what's this garden idea? Who gets the money we're saving?" In repair work on the house, the reaction was, "That's good enough," or more often, "How do you do it? I only studied electricity, I'm no carpenter." Although likeable and friendly and possessing a sense of humor, these boys were disappointing. Where was the enthusiasm, initiative, working ability that one would expect in young men? "What's the matter, boys?" "Do you expect to stay at camp?" Most of them did—they had no other place to go. "Well, we're agreed, aren't we, that we must do this work now so that we can have a comfortable home for the summer?" "Yes, we were."

Ten of us had been pioneering for two weeks now and with the exception of one lad none could go ahead by himself on any work. Continued urging, suggesting, supervising on even routine squad duties were necessary. Several wanted to hitchhike back to town and come out again later in the season. True, we had no radio, movies, or girls on the place, but the boys were privileged to spend evenings out of camp, and in the afternoons were at liberty to swim or spend the time as they wished. Whatever work the boys accomplished seemed to have been done solely to please us.

Was this, then, the reaction to what we thought a creative program? Had we not presented a true picture of the problems of this primitive life? No, for in our preliminary meetings with campers they had assured us that all this was nothing new to them. They were husky enough to enjoy this outdoor life. We had plenty of tools, all hand implements, of course, none of the interesting machines the boys had learned to operate. Perhaps the boys thought we were there only to build up a reputation for ourselves — to exploit them for publicity. Had we fallen down in not planning the summer's work with the boys? Or were these youths unfit by previous training and experience for cooperative and creative living?

With the arrival of the first large group of regular campers, some thirty of them, we determined to get their reaction to our general objectives and to revise the latter in the light of additional findings.

Our first general discussion and others following in the first week of July revealed many of the reasons for what we considered poor camp adjustment. Most of the boys had come from broken homes or were without living parents and had therefore been sent to a paternal institution of one kind or another. There they had been isolated from the realities of life in a community. Their cottages had been governed by a commissioner, usually the strongest boy or the one who would get the best results, no matter how. Promises, threats and bribes had motivated their daily work and play. The educational curriculum had provided only for the cut and dried recitations, offering little in the way of creative activity. Their institutional life had taught them only to attract the attention of others rather than for self-satisfaction. Their educational system was still preparing them for the presidency of the United States whereas later on those who could get any job at all had to do unskilled labor or dead-alley white collar jobs. Since graduation from institutional life, most of them had been boarding out. They had either spent several years looking for a job or had gone to school to have something to do. It was obvious they had not had a taste of purposeful cooperative living.

We Face the Situation

Several discussions were necessary to clarify for them such common problems as the camp budget, routine squad work, the purpose of the camp, and the functions of the councillors in this group life. The budget was presented and discussed item by item. One of the campers was chosen as financial secretary. He kept all camp accounts. All necessary routine work details were outlined and assigned on a weekly basis. No one was exempted from his turn at the more distasteful jobs, no matter how many "stooges" he had previously been able to command either at

camp or at the institution. The boys understood that failure to perform these details as scheduled would seriously interrupt the fundamental camp routine. As for any additional work, it was agreed that we were not there to reclaim our landlord's property, but would do enough to satisfy our own needs. The reason for the presence of the two councillors was to help encourage an all-round activity program and to act as spokesmen for the boys in dealing with the home office and the rural community.

With a better understanding of the boys' backgrounds we re-defined our own objectives. Instead of hoping for self-initiated projects we set a definite standard of work for work's sake, requiring that mornings be devoted entirely to group work until such time as our major construction jobs should be completed. It was pointed out that normal, healthy living demanded the daily performance of useful work. One original objective, that of health development, we of course retained. Since the boys were due back in the city at the end of the summer to take up life where they had left it, we decided to emphasize personality development in better bearing, better speech, and better reading. And finally we had to provide for the setting up of new goals and ideals for their adjustment to a rapidly changing world.

Means for Achieving Objectives

Opportunities for attaining these objectives were found in the daily routine with its numerous work and play situations. The mere execution of a squad detail in this primitive set-up compelled the boys to accept important responsibilities. Failure of the two boys on the milk squad to get up early, go to the top of the hill and bring back the milk aroused a storm of protest from waiting campers. Tardiness in getting cooking and drinking water would put those squads "on the spot." The same strict performance of duty was required of the wood-chopping and gardening squads, the table setters, dish washers, carpenters, mail men and vegetable peelers. Very often, at first, these various duties were performed in a slovenly way. Councillors refused to be mere policemen. Instead they often proceeded to do the neglected work themselves, and by so doing helped to set standards of good work. This volunteer work by councillors prompted the boys to ask, "Why are you doing that job? Let me do it." The answer was, "We couldn't wait," or, as in the case of a table left dirty, "We're not pigs, we won't eat from that dirty table." And although busy with many special jobs, such as first aid, menu planning and so on, the two councillors took a turn at dishwashing and other chores until campers learned that these things were of prime importance and must be done well. For repeated negligence of duty campers helped councillors to enforce a "no work—no eat" policy.

In addition to routine detail work, four major construction projects were undertaken. These projects came to be regarded by all as necessary to the general welfare of the camp. Of the four, building a swimming pool was the favorite. Formerly a brook overgrown with brushwood and filled with rocks and boulders of every conceivable size, the pool was cleared out and dammed up under the leadership of two campers. A wood plank nailed into the old bridge and anchored by a boulder served as a diving board.

A second project called for the cleaning out of an old barn, which provided us with much of our wood for burning and for the construction of tables, benches, doors and flooring. Half a ton of débris was removed from the original two floors of the barn. After removing a rotted second floor the boys began to look forward to using this hollowed out structure for indoor rainy day programs. They cleared out the first story and relaid a floor and were in the process of building a stage, when a fire in the barn halted further endeavor.

Our need for a ball field prompted us to clear out an acre adjacent to the mess hall, using scythes and sickles on six foot tangled bramble bushes, axes and saws on dead and decaying locust and apple trees and, finally, cleaning up by rake, shovel and fire. Much of this work was welcomed by campers as a chance to develop

"Although the problems of youth are old they rise today in a new setting. At a time when our standard of living is high, thousands of youth are homeless; when our welfare and protective agencies are most extensively developed, thousands of youth are becoming criminals; when society is providing the young with extended educational opportunities, our college and high school graduates are unable to use their added skill in service to mankind; when youth are equipped both physically and mentally for useful work, they are unable to find jobs. During a period of potential abundance many of the needs of youth must go unsatisfied. Youth today feels the pangs of Tantalus in the midst of abundance." — From *Today's Youth Problem* by *Frank W. Hubbard.*

muscle. Enthusiasm increased with progress until all the original pessimism about "ever getting a play field" was forgotten. The field was then ready to be used for baseball, soccer, volley ball, horseshoe pitching and boxing. Several campers set up a baseball back stop; others, a standard for basketball. Campers also dug out a pit for broad and high jumping. Later on this field was the site for the camp barbecue when one large pit for roast corn and a half dozen fireplaces for steak were constructed.

A two-acre garden required daily care. Although planted late it yielded enough corn, beans, lettuce, peas and other vegetables for a two-week menu. In addition, local expeditions for blackberries, raspberries, huckleberries and apples were held.

Draining the hundred and fifty feet of roadway and laying a rockbed foundation was still another major project.

During this heavy work and throughout the entire summer the health of the group was maintained at a high level, only one boy having been sent to town by the doctor on one of his periodic visits. That camper returned within five days, having recovered from an undetermined high-pulse and fever illness brought on by exposure. Relaxation, regular living and the sun "had done for the rest."

Planning for and with the Individual

By the first week of August such progress in basic construction work had been accomplished that we could devote part of our work period to individual interviewing and planning. Based upon four or five weeks of intimate living our interview sessions with individual campers were exhaustive. Campers had been informed in several general announcements that we would submit them to an interview ordeal at which time they must be able to give and take on every question and issue dear to them. We were going to challenge them, and they'd better start thinking. Our mock heroic announcement found them eager to talk with us. Obviously they had problems which they wanted to discuss.

For an hour or more at a time, individual campers were submitted to a barrage of basic questions. "What are you going to do in the fall?" If he had made a definite decision as to vocation, "Why that choice?" Was he suited by training, experience or interest for that choice? What friends and contacts had be made? To what groups did he belong? What did he do with his leisure time? His outlook on life? Attitude toward white collar, labor or trade work? Girl friends—what sort—or why had he none? Did he read—what? Goals in life? How did he estimate his own strengths and weaknesses? Had he anyone to look up to or to pattern after?

An amazingly small world most of these lads were living in—living mystically with their unrealistic hopes, wishes and ideals! Few solid plans or approaches were revealed. The boys hoped for a break of some ten or fifteen dollar a week white collar job. They were characterized by vocational shifting from one job to another in order to make "easy money." We encouraged purposeful, exploratory shifting only when needed. Retreating from life by way of a heavy diet of radio, the movies and magazine success stories, they were content to live a narrow life, with few vital friend or group relationships. They lacked the initiative and the courage to get out of a senseless routine. They continued with a schooling which they hated, or stayed at a job waiting for a lucky break. With the exception of four or five, all wanted to be white collar workers and had no plans for securing additional training to prepare themselves against the familiar lay-off which usually followed several raises. Vocational choices had been made through high pressure salesmanship, on the basis of snap judgments, through family pressure or because of the success of a friend. And their contacts with girls were limited in the main to the home block. These boys were bearing the brunt of the depression. They were indeed a "shell-shocked youth." They had no prospects and their fight was leaving them.

This situation called for the inception of a program aimed at building up courage, self-confidence and respect. Setting up goals and taking first steps towards their attainment were necessary. In discussions and through reading many false gods were at first overthrown. The ground had already been partially cleared by mutual confidence and common sense relationships leading to the elimination of old-time-formalities and insincerities. We had long been out of the "Mister" and "Sir" stage. In place of the old favorite pulp magazines, good literature was gradually introduced. And the trash disappeared by means of bonfires. The few good books we had were in constant circulation due to a long reserve list. The acquisition of a radio for the last month provided

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The Story of a Summer Play School

By SIDNEY J. LINDENBERG
Director of Boys' and Men's Work
Neighborhood Center
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THROUGHOUT the months of July and August, settlements, playgrounds and community centers all over the country offer children opportunities for recreation through playgrounds, day camps, home camps, summer play schools or other variously named activity programs which are similar in content. Sums ranging from a few hundreds to several thousand dollars are spent during eight weeks of the summer to carry out these activities. Since such an outlay of money is usual among centers sponsoring this type of summer activity, it will be of real interest to people in the recreation field to learn about a summer play school which ended its season with a profit.

During the eight weeks from July 8th to August 26th, the Neighborhood Center located at Fourth and Bainbridge Streets, in the heart of the South Philadelphia pushcart section, carried out a summer play school program for a registered group of 276 children and found, when a full accounting had been made at the end of its eight week session, that a profit had accrued on the financial as well as the recreational side.

A Glance at the Play School

From Monday through Friday of each week of the eight week session, at 9:00 A. M., when the children were all called together from the center's courtyard to come into their opening assembly, the auditorium was well filled with an alert, happy group of children. Even rainy or threatening weather failed to keep many from arriving at play school every morning, and arriving on time.

Each day's play school session lasted from 9:00 A. M. to noon. The session consisted of three periods. From 9:00 A. M. to 10:00 A. M. the children were given the opportunity to attend one of twenty different types of classes. From 10:00 to 10:30 A. M. there was a recess period during which the children spent their time in the courtyard in free play. During this recess milk and cookies were sold at cost to any children desiring a mid-morning "snack." At 10:30 A. M. the daily assembly was called together. A different type of assembly program was offered to the play school members during each of the five mornings of the week. Monday's assembly was devoted to group singing. The songs taught were either of the novelty type or folk song variety. Tuesday's assembly program gave the children an opportunity to perform. It was a stunt day assembly for which the boys and girls signed up in advance. Wednesday morning was known as Health Day, and the assembly was devoted to health talks, stories, or educational movies. Thursday was Safety Day, and the same scheme was carried out in assemblies as was followed on Wednesday mornings. Friday was Track Meet Day, and on this day the assembly time was devoted to a series of novelty races for all age groups of both boys and girls. The six-year-old had just as much opportunity to participate as the fifteen-year-old. Races were chosen in which the non-athlete would have just as much chance of winning as the expert track man. This choice of races made for real group participation. Certainly this varied assembly program gave all the children an opportunity to enjoy themselves. From 11:00 A. M. until noon the children again attended classes, and then at noon the day's play school sessions were brought to a close.

The following groups and activities were offered the children: Pantomime, dramatics, modeling, Indian lore, leather craft, chorus dancing, folk dancing, cleaner craft, linoleum block work, glass painting, chip carving, crepe paper craft, weaving, knotted cord craft, mask making, village building, doll club, rhythm band, story hour, and playground activities. No child was forced to attend any of these classes but was permitted to choose his own groups.

Anyone desiring information on summer play schools will find it helpful to secure a copy of "Community Programs for Summer Play Schools," published by Child Study Association of America at 221 West 57th Street, New York City. The pamphlet presents conclusions and suggestions from observations and field service in various cities. Price, $.35.

On the Financial Side

To join the play school each child paid a registration fee of ten cents which went toward the cost of class materials. Through this fee losses of the first week of play school, when children were making up their minds as to which classes they liked most, and were consequently wasting some material, were made up. Once a child actually started to work seriously on any article in a craft class he was informed of the cost of material and advised to start to pay for his article immediately. Pennies, pennies and pennies were brought in, with the result that when the eight week play school session closed most children found that their articles were all paid for. Once a child started to share in the cost of material on which he was working, he showed more interest in completing his job and turning out a belt, wallet, carved box or woven stool that was representative of his finest workmanship. The result of getting the children to pay the very nominal price of their materials was that very little material was wasted and very few articles that were started were left unfinished.

Charges made to the children could be kept low because plans for the play school were made months in advance of its scheduled opening, and staff members had sufficient time to tap sources for securing free of charge supplies such as scrap leather, scrap linoleum and rope for weaving. Stores in the neighborhood were told that we wanted hinged cigar boxes for a class group at the center to sandpaper and chip carve into beautiful handkerchief boxes. Scrap glass for glass painting was secured from a glass supply house which would have thrown the material away and was very glad to give it to us. Another source of glass was old picture frames stored in the center's basement. In this way much of the craft material was secured, and only materials such as leather lacing, snaps, paint, crepe paper, clay, and plaster of Paris had to be purchased. As a result of knowing in advance just what classes were going to be offered and of searching out materials as we did, we started our sessions secure in the knowledge that we couldn't lose on materials.

Our Gala Carnival

From the opening day of play school, Monday, July 8th, we kept the children interested by stressing the fact that we were going to work toward the completion of a summer project in a period of eight weeks. They were told that the project would culminate in a gala carnival on Monday, August 26th, when all the work done in the handicraft classes would be placed on exhibition, and all the activities of the dancing and dramatic classes would be interwoven in a carnival musical revue. The objective which was set for them was not an unattainable one, nor one which would be terminated so far ahead as to cause them to lose their interest. Consequently, over the eight-week period the interest of the children never lagged, and kept climbing toward a peak which it reached on the closing carnival day.

And what a day it was! The craft exhibit was varied, large and interesting. Articles on display represented excellent workmanship and were really usable. The leather craft exhibit contained wallets beautifully tooled, vanity cases, change purses, comb and file cases. Weaving was represented by footstools and chairs very colorfully woven with different shades of rope. There were many belts, varied in design and color, made of knotted cord. Handkerchief boxes, suitable for use anywhere, featured the work of the chip carving classes. Glass paintings in colors, linoleum blocks, plaster of Paris wall plaques, masks—all these, as well as many other things, represented the work of individuals during the eight week session.

In addition, there were several group projects made by boys and girls from seven to nine years of age. One was a farm project constructed largely of cardboard. Animals for this were made of peanuts and toothpicks. Then there was a baseball game with the diamond laid out on a green cloth and all the players made of pipe cleaners. A Puritan village was made of crepe paper and pipe cleaners. A zoo was displayed, with animals created from corks and pipe cleaners. One of the most interesting of all the projects on exhibit was a set of rhythm instruments made by the kindergarten children ranging in age from three to six years. In this exhibit there were drums made by stretching cloth over cheese boxes, jingles made by nailing bottle tops to blocks of wood, rattles made by putting beans in small round cardboard boxes, sandpaper blocks constructed by gluing sandpaper to blocks of wood, cymbals from metal ash trays, and a xylophone from shoe horns. The exhibit was of unusual interest, and during the course of the carnival day more than a thousand neighborhood people came in to see it.

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The Organized Camp on Recreational Demonstration Projects

Courtesy Canadian National Parks

Preliminary plan of Resettlement Administration operating through National Park Service

THE PRIMARY object of the Resettlement Administration and National Park Service in developing recreational demonstration projects is to provide organized facilities to a large number of people at the lowest possible cost. Through the camps which are being established many boys, girls and adults, particularly those in the low income groups, will have a much needed opportunity to use public lands for recreational purposes—an opportunity which otherwise might not be available to them. By setting high standards of camp operation it is hoped to demonstrate to the community at large the values of organized camping and to stimulate state and local agencies to develop similar facilities.

Plan for Administration

The actual operation of the camps will be carried out by properly qualified public, semi-public and private non-profit organizations interested in organized camping. The program of developing organized camping facilities will aid many camping agencies who are now either unable to secure camp sites and structures or who are operating camps on sites entirely inadequate for their needs.

The agencies selected to operate the camps will be chosen on the basis of their ability to give the camps the widest possible use. Wherever councils of social agencies or similar organizations exist, their camping or recreation committees will be asked to appoint advisory committees to aid in the selection of camping groups to operate camps on the recreational demonstration projects. Where such councils do not exist, representatives or individuals interested in camping will be requested to assist in the organization of such advisory committees. It is hoped that with the aid of such committees the camps may be made to serve the needs of the community and to reach groups which are at present without camping facilities. Before an organization is granted a camping or recreational permit it will normally be required to demonstrate its ability to meet the minimum standards for organized camps which will be a part of the permit. These standards have been established to guarantee the safety and well-being of every camper and the proper use of all camp facilities.

Annual camp rentals will be kept as low as possible in order to make the camps available

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to the agencies for whom they were primarily intended and at the same time make it possible for such camping agencies to meet the desired standards. The minimum annual rental of a camp of 100 camper capacity, exclusive of staff, has been set tentatively at $600 for the period during which the camp sites are to remain under the supervision of the National Park Service. The rental is intended to cover only the maintenance cost of the camp. The services normally supplied to the agencies operating the camps will be water, garbage removal, refuse disposal, necessary repairs to buildings and twelve months of police protection. The camping agencies will supply all removable equipment with the exception of stoves, dining tables and benches.

The $600 annual rental was computed on a basis of a charge of 75 cents per camper per week for an eight-week period. Eight weeks were taken as the average summer camping season though it was recognized that some organizations have a shorter or longer season. It is not contemplated that an additional charge will be made for the winter use of a camp since maintenance charges during the winter will be limited largely to the salary of the caretaker. It is expected that small groups using a camp during the winter season will provide their own arrangements for refuse and garbage disposal, and carry their own water from the caretaker's house or from some other point on the area where it was obtained. Eventually when the permanent maintaining agencies operate the projects, it is expected that rentals may vary from state to state and from project to project, depending upon the varying costs of maintenance.

Permits issued during the first year will be for a period of one year or less. When the projects are turned over to the permanent maintaining agency, it will be recommended to the maintaining agency that permits for a longer period be granted to organizations which have demonstrated their ability to operate camps properly.

The initial development of camps has been limited to camps of a capacity of 100 campers for boys and girls, and 150 campers for families since results of a survey indicate a general demand for camps of these sizes, and experience demonstrates that larger camps are undesirable both from the viewpoint of the camp administration and the individual campers.

Small groups sponsoring camps of less than 100 camper capacity are encouraged to combine, wherever possible, to effect economies in operation. As an example of such combination, the Washington Council of Social Agencies is developing a plan to combine nine existing camps into three camps of 100 camper capacity each on the Chopawamsic Project.

It is expected that at least one camp in each project will be ready for occupancy by the summer of 1936. Applications for permits for the use of the camps may be made to the regional officers of the National Park Service in the area in which the camp is located.

Minimum Standards for Organized Camps

Each group, agency or organization operating an organized camp on a recreational demonstration project must meet the following minimum standards:

Leadership

A camping or recreational permit will be issued only to a group or an organization which is incorporated under state laws and has an official committee to supervise the camp.

The camp must be under the direction of a trained camp director, a person of mature judgment and at least 25 years of age, who will take full responsibility for the camp's administration.

The camp committee and the director must be familiar with the state health laws and regulations relating to the operation and maintenance of a camp.

The staff of each full season camp must include a registered nurse or a doctor of medicine operating under license. When only a nurse is employed, the services of a doctor, located in the neighborhood of the camp, must be made available for emergency cases. Arrangements for such services must be made prior to the opening of the camp.

A water-front director, who is at least 25 years of age and holds a Senior Red Cross Certificate, must be on the staff of each camp offering swimming, boating or canoeing.

In the case of children's camps, one adult counselor must be provided for every eight campers.

Health and Sanitation

Each camper and staff member must pass satisfactorily a physical examination not more than one week before entering camp and must present as evidence thereof a health certificate signed by a doctor of medicine. The physical examination, based on health history, must cover heart, lungs, throat, eyes, ears and sinuses.

Each camper must also present a health history signed by a parent or guardian. While in camp, the campers and staff members must be examined at least once a week by a resident or visiting physician, who at the same time, will make a general sanitary inspection of the camp. The parts of these requirements which may not be deemed necessary to the health and safety of other campers need not be complied with in any case where convictions may conflict with such requirements.

All persons engaged in the preparation and serving of food must satisfactorily pass, not more than one week before beginning work, a complete physical examination based on health history and made by a doctor of medicine, and must present as evidence thereof, a health certificate signed by a doctor of medicine. The examination must include laboratory tests for venereal diseases, typhoid fever, diphtheria, and any other tests required by the local and state departments of health for persons engaged in the handling of food in camps.

The camp director must maintain satisfactory sanitary conditions in the main and unit kitchens, ice-boxes, dining areas, store houses, wash houses and latrines.

Common drinking cups must not be used.

Buildings and grounds must be kept clean, and paper and other rubbish easily burned must be disposed of daily in the camp incinerator.

Drinking and swimming water must be analyzed and certified as safe by a properly authorized official at least twice during the camping season.

Camps must be operated in accordance with all state and local laws relating to health and sanitation.

Any recreational group interested in obtaining further information regarding the project described here may secure from the National Park Service at Washington a list of the names and addresses of regional officers of the Service, and a list of recreational demonstration projects on which camps are being built.

Safety

The camp director shall require the written permission of a parent or guardian of each minor camper who desires to attend the camp.

The camp director must make a roll call or other check-up of all campers at least twice a day.

Adequate first aid equipment must be provided.

Necessary fire equipment must be provided.

No fire-arms will be allowed in the camp.

The camp will comply with all state and local laws, rules and regulations relating to safety features of the camp.

Water Safety

The camping organization will comply with the rules of the American Red Cross Life Saving Corps for water safety.

Each camper and staff member must be classified as to swimming ability, such classifications to be: non-swimmers, beginners, and swimmers. All swimming facilities must be classified and definitely marked according to areas which will be safe for non-swimmers, beginners and swimmers. All persons shall be confined to the limits of areas defined for their classifications.

A check system must be provided and used by all persons entering and leaving the water.

The Buddy plan, which provides for the division of the group into pairs so that each person has a buddy while in the water, must be in force.

Each distance swimmer must be accompanied by a boat manned by an American Red Cross Senior Life Saver and an experienced oarsman.

Swimming after dark is forbidden.

Life-saving equipment, which is adequate for the types of swimming, boating and canoeing areas used, must be provided and so placed as to be immediately available. Such equipment must be kept in perfect order at all times.

Swimmers must not leave the regular swimming areas unless accompanied by a boat manned by a Senior Red Cross Life Saver and an experienced oarsman. All boats

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Education Versus Recreation

By LOUIS WESSEL

LAST SUMMER New York State undertook an innovation in connection with the administration of its tourist camps, the inauguration of a project of adult education in conservation. At each of two of its most popular camps an outdoor stadium was erected with the aid of CCC labor, one at Hearthstone Point on Lake George to seat 600 people, and the other at Fish Creek Ponds diagonally across the Adirondacks, built to accommodate a thousand individuals. A naturalist was assigned to the latter point to help in the development of the project. This included, besides putting the stadium to proper use, the development and maintenance of an outdoor museum, the laying out, construction and labeling of nature trails, and the organization and conduct of hikes to points of interest.

The project was specifically one in education for adults, and in conservation. It is needless to say that while it was aimed primarily to reach the adult it appealed with equal, if not greater, force to the younger folk. But, then, they will be adults in due time, and after all has been said and done the best time, still, to educate the adult is before he reaches that estate. The education, as stated, was to be for the tourist, the camper, to afford him, if possible, something available as such immediately, as well as something worth while for the rest of the year.

The education was to be in conservation, and despite its apparent paucity and limitations that field afforded ample material, as may be seen. Conservation, in many minds, is associated with preservation, and quite properly so, but the association is one of relationship only. Conservation, as some one has said, is use without abuse. Only in so far as abuse may become involved does the element preservation enter. Thus conservation may be further defined as preservation for use without abuse. If the conduct and attitude of the Adirondack tourist are a criterion, then the New Yorker and his near neighbor have learned their lesson in conservation and learned it well—in some respects.

The almost total removal of the original forest cover, considered by the early settlers a necessity to the advance of culture in the state, later looked upon by far-sighted people with doubt, and finally realized generally as a calamity, has brought about a revulsion of feeling toward all further destruction of forest growth, even toward, in some cases, the logical use of mature and marketable stands. In this regard the folks of the state have gone a step beyond those of its neighbors. In the proper use of the camp grounds, which may logically be considered conservation, the campers at Fish Creek Ponds conducted themselves in a manner worthy of commendation. Little rowdyism, little disorder, little carelessness toward other's rights, speak well of a nomadic community to which ten thousand people come without assuming any but a moral responsibility, and from which they go without leaving any permanent obligation, and may well be accepted as a model of conduct by the temporary residents of many another outdoor camp-ground. These illustrations tell about one side of the picture.

The other side is probably not quite so free from fault. Only one or two illustrations need be given. The white water-lily is one of the most attractive of wild flowers, and nowhere is it more strikingly so than where it rests its delicate starry cup on the surface of its native waters unruffled among the wide oval pads. There it will bloom day after day, the first day like a budding rose, the next half opened, and then for days with its numerous waxen petals spread out in nature's own

"We are prone to look upon recreation and education as two processes, activities separable and occupying different, even if not divergent, channels: as if either could exist indefinitely without the other. Moreover, education has long been thought of as a primary need, and recreation as a secondary matter and of importance only in so far as it makes the satisfaction of other and more urgent needs possible. In recent years, however, what might be termed pure recreation is emerging from its former position of lower rank to find a place alongside the more essential, if not, indeed, the most important of human wants."

Macmurray College Library

Courtesy National Parks of Canada, Department of the Interior

inimitable way, a delight to the eye and a charm to the soul. Like many other of our most showy wild flowers the water-lily does not readily withstand the shock of the harsh though probably well-intentioned hand. It soon loses its lustre and life when plucked. Yet whole armsful of these flowers found their way into camp, only to fold up dismally within a few hours and to be consigned summarily to the scrap heap. It's a shame to leave them where nobody sees them, is the argument. This illustrates one of the vulnerable aspects of the need for education in conservation, and this aspect may be enlarged upon almost *ad libitum*.

Then there is the conservation, the proper utilization of time. Many campers, even among the somewhat experienced ones, are more or less at a loss to know just what to do, how to arrange and discharge the various duties incident to camp life and how to fill most profitably the precious hours and minutes remaining. Here is an aspect that is of far greater importance than the few days or weeks of camp life would seem to accord it, for the real benefits of a vacation are those of a permanent character, not those evanescent with the days of the vacation itself. The most valid justification for a vacation is the year-long benefit the vacationist may derive from the few days devoted to it. But the need for education in these things and the filling of that need are two different matters.

To most folks, especially adults, education is something that involves effort, work. They come to camp to get away from so-called work, not to meet it. They unconsciously revolt against anything that savors of unnecessary burden. They come here to rest, to play, to enjoy themselves, not to labor. Hence, any program in education, in order to appeal to them, must be presented in

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"Our parks are the heritage of our people. . . . The parks of our country are largely the hope of America wherein may be preserved, unbroken and undisturbed, the fabric and life of groups and associations of many forms of wild life, native regional beauty, and with it the breath-taking beauty of America; the strength of a nation."—*Paul B. Riis* in *Parks and Recreation.*

Courtesy National Parks of Canada, Department of the Interior

Radishes and Roses

"He is happiest who hath power
To gather wisdom from a flower."

HAPPINESS grows with radishes and roses in a children's garden. Yet the child, harvesting his crop at its maturity, counts only bunches and heads and pounds, not happiness, into his crop bag, as he fills it and proudly carries it away. The happiness shows in the lilt of his walk and the light in his eye. Nor does the child consider as he walks quickly along that he may have grown in industry, in responsibility, and in unselfishness. His new inner tallness shows in his quiet contentment and in his broader understanding. The child gardener finds a primitive and a deeply satisfying field for self-expression. With his hands in the earth he touches, comes to know and appreciate the basic things of life, the simple things, the beautiful things. The garden teacher sees these developments, and to the degree they are present measures her crop and evaluates the success of her human garden.

Aristotle said long ago, "The land that produces beautiful flowers and luscious fruits will also produce noble men and women." Our country stirs in its sleep, awakening gradually yet surely to the truth of that statement. Expression of that awareness takes form in the promotion and fostering of gardens, and increasingly the emphasis is on children's gardens, for in the hand of youth is the key to a nation's progress.

Starting the Garden. In starting gardens there are many organizations which can be of assistance in arousing interest and enlisting the support of the people in general or of particular individuals. Schools and mother's clubs or women's clubs with garden departments are perhaps the best organizations of this kind. Churches, parks, national garden club organizations and public libraries can provide valuable assistance.

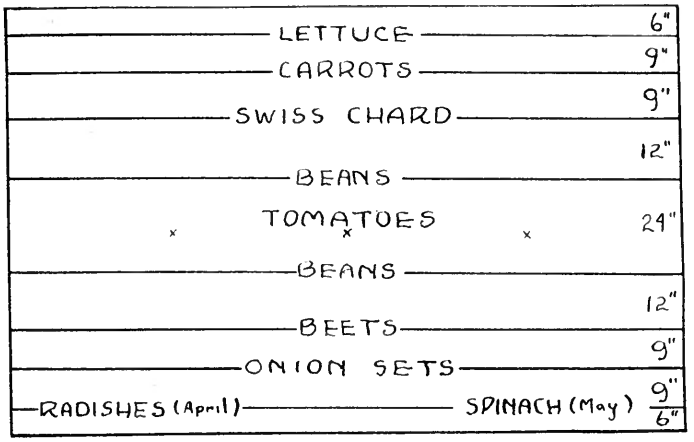
Leaders. The garden leaders should be given four to six lessons by a garden specialist covering the garden methods necessary in carrying out the plans described in this article. The leaders should be persons who are interested in gardens and children and have a college background or its equivalent in work in botanical science. Garden clubs, Boy Scouts or Girl Scouts, school departments and nursery men can give assistance in training leaders.

Finance. If the garden is to be privately financed, the enlistment of wealthy and socially prominent individuals may be sought to form an auxiliary to finance the garden project. Leadership may be voluntary or paid, and many things—garden tools, lumber, seeds and work—may be donated by interested persons. The Cedarhurst, Long Island, children's gardens, started by the P.T.A., have now been taken over by the school department as a regular project.

Membership. Children and young people from eight to nineteen years of age are eligible for the gardens. The eight and nine year olds are perhaps the most enthusiastic, while twelve year olds do the best work. The older children are keenly interested if they are interested at all and delight in special projects and in assisting the younger children. Of the 200 children at the Brooklyn, New York, children's gardens over a third are of high school or junior high school age. Anyone may belong to the garden up to its capacity

The Children's Gardens of the Brooklyn Botanical Gardens, under the guidance of Miss Ellen Eddy Shaw, have made an enviable record. We present here a brief outline of her organization and in part that of the children's garden group of Cedarhurst, Long Island, called the "Junior Garden League," which was started under Miss Eddy's leadership. With very little adaptation the plans will fit into school, home, vacant lot or playground garden program.

and within the age range. A fee is charged, for it is felt that a small charge (10 cents for the whole year) makes the child feel he belongs, and he is all the more interested for having invested his money in the enterprise. Club organization with officers further increases the feeling of belonging, of having a part. Each member receives a free celluloid button of garden membership.



Plan for an 8′ x 10′ Garden

Program. The garden program is not just a spring and summer affair. It lasts all year and is roughly divided into three terms. The fall term, with study of nature, bulbs and cuttings, covers eight weeks. In the spring preparation is made for the garden planting, and since children from Manhattan and Brooklyn know very little about beginnings of plants, they start at the beginning, learning the appearance of the seeds and plants which they will later plant in the garden, experimenting with seed germination, studying the soil, making plans for and finally planting in flats and in pots. This term also lasts eight weeks. The summer season extends from May until September and consists of planning, planting, caring for and harvesting a garden, one or two children working together in each garden plot. In the summer the gardens are open Monday through Friday from 8:00 to 12:00 A. M. The very small children come Monday, Wednesday and Friday, while the older children come Tuesday and Thursday and one other day on which they help the smaller children. The Cedarhurst gardens, which are smaller, are open only three days a week.

Tools. A tool house, built in the case of the Cedarhurst children's gardens by the fathers from donated material, serves as a safe storage place for tools, a place for washing and recording the crop, and holds a shelf of reference books, while the Brooklyn children's garden house has lavatories, a small library and reading room, and there is a child hostess in the garden house. Tools are checked out and are wiped off and rubbed with oiled cloths when returned. The tools necessary are: a lady-sized rake (one to every six to ten children); a lady-sized hoe (one for every child); spading forks (three for every hundred children); watering cans (not too large); a trowel (24 for every hundred children), and a hand cultivator (one for every child).

Planting the Garden. During the spring garden work the child learns about what he is to plant. He is started with vegetables because they grow fast and satisfy the eager child more than the slower growing flowers. Vegetables also provide rich material for study of root and leaf and fruit. The soil of the garden plots may be prepared by the children, or where a number of garden plots are involved, as in Cedarhurst, it may be prepared by volunteering fathers, or, as in the Brooklyn gardens, by the sponsoring organization. To take a hundred children out on one morning and plant fifty or a hundred gardens requires advance knowledge on the part of the children of what and how they are to plant.

So on the floor is sketched in chalk the pattern (outside) of the garden, exact in size. The children take turns measuring off the rows, making drills and planting the seeds, just as though they were planting in a real garden. Each gardener is given a garden line, name tags for the rows and a pointed measuring stick for making the drills. A corner stake bears the garden number. Even on the floor garden the children are cautioned not to step in the garden. The children receive their seeds and directions from the garden leader who carries a basket containing a garden plan, label sticks, pencils, dated seed bottles, a measure and garden line. There is one leader to every two, four or six gardens. Older children may help. The seeds are

given to the child in his left hand. He plants them with his right. In making drills he moves the stick back and forth along the string in short strokes so as not to pile up the dirt. In marking off the rows, the seeds of one row are sown, then the next row is measured with the line before these seeds are covered to aid in keeping the rows straight. The rows are crowded as much as possible so that the child will have as great a variety of vegetables as possible in his garden. Small children are given an 8 by 10 foot plot and older ones, 9 by 12 foot plots.

Garden Plans. There are right ways and wrong ways to garden so that beginners for the first year or two plant according to direction and in the set pattern in order that they may learn the fundamentals of gardening. Later on the older children develop their plots as they wish, raising flowers, different kinds of lettuce or spinach, cotton, tobacco, wheat and peanuts, or whatever appeals to them.

The following suggestions are offered for planting seeds:

Seed	*Variety*	*Directions for Planting*
Lettuce	Tennis Ball	Sprinkle thinly along the row
Carrot	Danver's Half Long	Sprinkle along the row
Swiss Chard	Fordhook Giant	One seed every two inches
Bean	Stringless Green Pod	Two seeds, eye down, every six inches
Tomato (plants)	John Baer	One plant 2½ feet from either side of garden and one in center of row
Beet	Crosby's Egyptian	One seed every inch
Onion Sets (bulbs)	Yellow	One bulb every three inches inches along the row
Radish	Scarlet Globe	Sprinkle along row
Spinach	New Zealand	One seed every two inches

Directions on the seed packet tell you how deeply to bury the seeds.

Garden Care. After the gardens are planted the rest of the season is devoted to cultivating, thinning and watering the garden. Harvesting only occurs with permission, for a record is kept of all crops harvested in numbers or in weights. Children take their own crops home. If a child goes away with his parents for part of the summer he makes arrangements for someone to care for his garden.

Garden Specialties. Garden specialties add interest and adventure to the program. At the Brooklyn gardens flower games are invented by the children themselves, parties are given, special reports, research and experiments are undertaken, and pleasant afternoons are spent in the seed room or in the Shakespeare garden. The Cedarhurst children learned how to cut and how to arrange flowers. They published a garden newspaper entitled, *The Weed,* containing stories, essays and poems by the children and at the closing program of the garden season produced a playlet, "My Animated Garden."

Awards. Awards are given, but they are for recognition of individual achievement and growth and not for winning in competition with others. The Brooklyn Children's gardens have a blue and a green stake. Each week the blue stake appears in the best garden for the week in each of three divisions. A green stake is put in an untidy, ill-cared for garden or one in which tools have been left.

As the child progresses along a graded list of things to do and know, he receives a bronze pin and medal, later a silver pin and medal, and after several seasons of work, a silver cup as concrete tokens of his achievement. Work for these awards is non-competitive and voluntary.

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My Garden

I want to dig my garden up
With my own little hoe,
Then make the beds and plant the seeds
And wait to see them grow.
I'll have to keep the brooding crows
From eating up the seeds;
And then I'll have another time
To keep it clear of weeds.

The Garden Seed

The sun the earth is warming,
There'll be no ice or snow,
'Til after garden harvest
Then winter winds will blow.
So, prepare the ground, O sower;
The good seed then will grow;
And in the golden harvest
You'll reap just what you sow.

Poems from *The Weed,* written by Mildred Johnson, one of the Cedarhurst gardeners.

A Leap Year Party

> Leap Year privileges have legal backing! In 1288 in Scotland, a few years later in France, and in the 15th century in Italy, Leap Year laws were passed. The Scotch law read as follows: "It is stated and ordained that during the reign of her most blessed Majesty, for every year known as Leap Year, every maiden lady of both high and low estate shall have liberty to bespeak the man she likes. But if he refuses to take her to be his lawful wife, he shall be fined in the sum of one pound or less, as his estate may be; except and always if he can make it appear that he is betrothed to another, he then shall be free."

THE OLD Leap Year law quoted above serves us as a guide in planning our party. The games and decorations should stress couple activities, hearts and romance, and in them all the girl makes the advances, plays the part of wooer taken by the man in "normal times." It is the girl who asks for dances, gives her chair to her partner and serves him. Valentine party games with Leap Year names and Valentine decorations provide good material for the Leap Year party. Such a party may be held appropriately any time in Leap Year. Following are suggested Leap Year games:

Introduction with a Kiss. Give each of the guests several molasses kisses. Tell everyone on the word "go" to eat them quickly. When everyone has his mouth "gummed up" tell the guests that they must introduce themselves to their neighbors, molasses or no molasses. It is hard to be serious or stiff while talking with a mouthful of molasses kisses!

Proposal Relay. Line up by couples, then separate the rows, the boys in one line, the girls in the other. A blackboard or paper is hung on a distant wall. At the word "go," the first person in each line runs to the board and the boy writes the first word of a sentence which is to be an acceptance to a proposal started similarly by the girl. The second player in each line adds a word to his or her respective sentence. The last player in each line completes the sentence by adding one word. The sentences are *not* decided upon in advance. First line finished wins.

Elopement Relay. Two rows of couples are formed. Each line has an umbrella and a suitcase in which are a large coat and a woman's hat. At the word "go," the girl (for it is Leap Year) puts up the umbrella, picks up the suitcase, and sheltering herself and her partner, runs to the other end of the room. The girl closes the umbrella, opens the suitcase, helps the man into hat and coat, helps him take them off, replaces them in the suitcase, picks up the closed umbrella and suitcase, and returns with her partner to touch off the second couple.

Black Art. Give all players a pencil and paper and book to write on, or instruct them to use their chair seats for a drawing board. Turn out the lights. Tell everyone to draw a picture of a seated stick-figure man. When that is done and pencils lifted, instruct the group to draw a stick-figure girl proposing to the man. Then add a bluebird for happiness, then a good luck sign, and what the man said. Turn on the lights and show the drawings.

Heart Troubles. On the back of the paper write your name. Pass the papers all to the left several times. Then, taking the letters of the name on your paper, one by one write a list of adjectives describing that person's heart, each adjective beginning with a letter in the name. Pass the papers to the left. In the same manner list a future husband's or wife's occupation, then pass papers left, and finish with the wedding presents. The lists are then read aloud for some if not all of the group, each person being returned his own slip.

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Flickering Flames Relay. Divide the party into two lines of couples. At the goal is a table with two lighted candles. Each couple thinks of a wish. At "go," first couple in each line walk to the goal, whirl around twice, and try to blow the candle out in one breath. If they fail, they must tell their wish, chanting it together, and race back to touch off the second couple.

Famous Lovers. Several different games may be played based on famous lovers. The party may be a costume one and guests come dressed to represent famous lovers and be judged or guessed as a part of the program. The names may be pinned on the backs of the guests and each tries to guess the name on his back through conversation with others. Or charades or pantomimes may be worked out by each couple, or in small groups, while the rest guess which lovers are represented. Famous lovers are: Gabriel-Evangeline, Ruth-Boaz, Mickey-Minnie Mouse, Anthony-Cleopatra, Napoleon-Josephine, Isaac-Rebecca, Romeo-Juliet, John Alden-Priscilla, Paris-Helen, Adam-Eve, Hamlet-Ophelia, Dante-Beatrice, Jack-Jill, Punch-Judy, etc.

What Do You Do? Give men and girls each a slip of paper. On each is written something to do, the boys' slips having such things as, mixing bread, curling hair, trimming a hat, ironing, while the girls tie a necktie, make a furnace fire, shoe a horse, mow a lawn, look for a collar button, etc. The occupation is guessed by the others.

Clothes Make the Match. Give each individual or small group a pencil and paper. Read the following slowly, allowing a minute or two to write the answers. At the end the one with the correct list or most nearly correct list wins a prize.

Problem: If a girl wishing to marry a Scotchman wore plaid, and one desirous of catching a musician wore organdie, what then should the girl wear to "land" the following:

Artist (Canvas)	Editor (Prints)
Barber (Mohair)	Gardner (Lawn)
Financier (Cashmere)	Milkman (Jersey)
Fisherman (Net)	Undertaker (Crepe)
Banker (Checks)	Prisoner (Stripes)
Confectioner (Taffeta)	Hunter (Duck)

Modern Love. A Leap Year version of "Reuben and Rachel" will fit well into a small party or can be used with a large group if the group is broken into smaller units. Form a circle, or circles, each to contain twelve to fifteen persons. In each blindfold a girl and place her in the center of the circle with a boy. The girl tries to catch the boy, who must stay in the circle. Every time the girl asks, "Will you?" meaning "will you marry me?" the boy must answer "yes" or "no" immediately. When the man is caught each chooses a new member to take his or her place.

Partner Choosing. In partner choosing the girl takes the prominent part. She takes the usual boy's rôle in the Paul Jones, tag dances, lemon dances and broom dances. Boys may be brought out with sheets over their heads and auctioned off to girls for candy or paper hearts.

Dancing. Folk dances, such as the "Three Old Maids" (Handy II) and "Skip to My Lou," may be adapted slightly to fit the Leap Year theme.

Break Your Heart Dance. If social dancing is on the program, give each girl a red balloon heart tied to eighteen inches of string. As the couples dance, each boy tries to preserve his and his partner's heart while guiding her, so that he or she may break other couples' hearts. The balloon may be tied to the wrist or ankle. The last couple with an unbroken heart wins a prize.

Getting the Mitten. Give each man several small cardboard mittens and hearts. Each girl is to propose to as many men as she can. If the girl is accepted she is given a heart, if not, a mitten. A prize is awarded to the girl who in a certain time collects the greatest number of hearts, and a consolation prize to the one with the most mittens. Proposals and replies must be made out loud so others may hear. The more original and high sounding the proposal, the more fun.

Music. Sing the old time and sentimental live songs such as "Little Annie Rooney," "L'il Liza Jane," "On a Chinese Honeymoon," "Put on Your Old Gray Bonnet," "Let Me Call You Sweetheart," and "The Sidewalks of New York."

Refreshments. Carry out Valentine themes—heart shapes and red and white colors in the refreshments. Heart-shaped cookies and red punch may be served to a large group. Call the punch a "love potion." "Nose bag lunches," or box lunches put up for each couple at a smaller party might contain sandwiches, pickles, potato chips and cake. Call the cake "honeymoon delight," the coffee, "love potion," and invent similar names for other items on the menu. In the case of a small party the food might be wrapped and auctioned off under fancy names in return for paper hearts. Exchanges made later might assure a balanced meal for the buyer.

An Oklahoma Backyard in Action

Mrs. S. J. Lahman of Tulsa, Oklahoma, has sent us such an interesting letter about her backyard playground that we are sharing it with our readers. Are you fortunate enough to have a backyard? If so, are you using it to the best advantage?

"HERE ARE the pictures of our backyard in action. You will see how small our space is—about 30 by 40 feet for the children, exclusive of the driveway. We are fortunate enough to have a vacant lot next to us which we keep mowed. Eight year old Walter and his pals play football and similar games there. We did not feel we could put any apparatus in the lot because of the responsibility in case of accidents or abuse or misuse by uninvited play hungry adventurers.

"The tower, which Daddy invented, is 4 by 5 by 10 feet to the very top and 7 feet from the ground to the platform. The uprights are 2 feet in the ground and are 2 by 6 inches by 12 feet. The rest of the lumber is 1 by 4 inches except the floor boards which are 1 by 8 inches. The climbers should be about 8 inches apart, with 12 or 13 inches between the upper ones. This gives variety and offers another way to get through to the horizontal bar. If we had it to do over, the horizontal bar which consists of ¼ of an inch galvanized pipe attached with ¼ of an inch rod iron threaded at both ends and big washers on the outside, would be on the other side away from the swings. In the picture the children were eager to demonstrate everything. In actual play they are obliged to take turns. There is also a trapeze on the swing frame between the two swings which was not in place when the pictures were taken. It was made from a hickory, pitchfork handle, the fork end being cut off and dressed down to match the other end. A cabinet maker suggested buying such a handle for the purpose rather than having one made. It cost only 45 cents. The knotted rope serves several purposes in play but it is not thick enough for a good climbing rope. We have in mind buying a 2 inch rope at an oil field supply house.

A tower which is sheer magic in the many uses it serves: One day a "G" man's lookout or a pirate's fort, the next it becomes a ranger's tower. Always it is a most exciting place.

"The awning is eyeletted and is easily removed, or the side flaps may be raised. Next year there will be a similar side piece for the east side to temper the blistering rays of our morning sun.

"You will note the slight spacing between the floor boards to allow for drainage; also the slightly greater spacing at the ends which give a finger hold to the climbers to pull up to the platform. The horizontal bar is a first-class brace on that side, and there is a board across at the ground which helps to brace it. Although the uprights are not concreted in the ground, the structure is beautifully steady. The braces, like

Topsy, just grew as they seemed necessary in the course of construction.

"The tower has been used as a ranger's tower, a pirate's fort, a 'G' man's lookout, and for many other purposes. It is a thrilling place to which to take one's package of sandwiches and a glass of milk for luncheon. And it is so easy to reach over and slide down the pole of the swing frame.

"We have some snow-guard fencing to try out as a guard around the tower end of the play space to reduce the hair raising effects of two year old Marian's monkey-like proclivities when our backs are turned. It will also shut her and her small friends away from the big sand box when a construction project is under way. Some time we may move the big box out of that corner and substitute it for her small box. We will then prepare a sand corner without a floor bottom so that the children may jump into it from the fence.

"Notice that there is just a nice distance between the tower and the swing frame so that the children can step over and slide down the pole. That is the preferred method of descent!

"Our present swing frame is made of 2 inch tubing with threaded fittings set up by an oil field driller who "knows," but the two swings and the trapeze are hung with heavy hemp which has been entirely satisfactory; in fact, when we replaced it this spring the old hemp after two years of hard use was apparently as good as ever even at the knots.

"The small fence enclosure in the foreground of the picture is the home of the guinea pig family."

The Parents' Magazine for June 1935 contains an article by Grace E. Batchelder entitled "Play in Your Backyard," which offers some additional suggestions. We present a few of them.

Children of all ages will want to keep house or have some sort of shelter in the backyard. For this reason, a life-size canvas playhouse is a good-looking and useful addition to the backyard. It is airy and large enough for juvenile housekeeping and club meetings. The umbrella play tent for a smaller space is a protection from summer showers and an excellent shelter when serving lemonade in the shade. It is easily put up or taken down.

The backyard naturally makes the safest course for the indispensable two or three-wheelers. The extra effort in planning for an adequate speedway is repaid in freedom from worry when the children do not have to take their bikes and racers and scooters out in the street.

All children want to play with water, particularly as a cooling-off process on a hot day. A canvas pool is excellent for this purpose. This shallow pool and gentle shower reduce the disciplinary disturbances that usually counteract the benefits of cooling off with the hose. A splash in the pool is not such a shock to the system as the cold stream from the lawn hose. The canvas pool is portable.

Although specialized apparatus has its advantages, children will play successfully in the backyard with the most primitive material. It is surprising to discover how much fun they will get from two or three very large wooden packing boxes; and some smooth strong, not too heavy boards provide for climbing, sliding, balancing and housekeeping.

A substantial, fairly low-branched tree is a great asset to any backyard. Here

(Continued on page 94)

"Bully for you for saying that the less organized the play and playthings, the more suitable to the imagination of the children! The thing I am getting us playground people to discuss is how in blazes, with the natural tendency of human nature to slick everything up and be orderly, we can have on a small children's playground (pre-baseball), a sufficient mess to make the place habitable to children. The ordinary junk pile is better than a too orderly playground. And as for packing cases and what might be called 'wooden rubbish,' (also miscellaneous sandpiles and bits of lead and iron and half bricks), what could be nearer Paradise than these? Of course a barrel with an incline you can roll down inside of is a little better, if there are not too many nails sticking out inside, as in the German story books."—*Joseph Lee*, in a letter to a recreation executive.

Maine Plans for State-Wide Recreation

By MARGUERITE D. LITTLE and RUBY S. CAMPBELL

One of the State's projects is an attractive camp located at Echo Lake, Southwest Harbor

WHILE many Maine citizens have long recognized their responsibility to children in the field of education, occupation and recreation, there had been very little community planning for youth in this state until the last two years.

Last March at a meeting of educators and welfare workers held during Farm and Home Week at the University of Maine, the Maine Children's Health Council pointed out the great need for more adequate recreational planning for youth. The consensus of opinion was that while the legislature had voted money to advertise the state as the summer playground of the nation, very little was being done to make it an all the year-round playground for the state's own children; that many fine camp sites and bathing beaches and pools were passing into the hands of forward-looking people for their own private profit, while communities and towns were doing very little long-time planning or setting aside of adequate land for parks and playgrounds and athletic fields. With federal emergency relief funds and additional workers from relief rolls available the group felt that the time was opportune to make a state-wide drive for more adequate facilities for children.

A committee was formed representing the following state-wide organizations: Parent-Teacher Association, State Department of Education, Maine State Grange, Welfare Department of the state, Children's Council, American Legion, and Red Cross. Mrs. Noel C. Little of the Parent-Teacher Association was made chairman of the committee. The purpose of this committee was to arouse interest through various organizations represented in the problem of community planning.

A form letter was prepared and sent to all Parent-Teacher Associations in the state and to the heads of the Grange and the Legion who were asked to sign the same or a similar letter to all their local groups. Through the 4-H Club director 500 copies of the letter were distributed to youth groups in the state. The letter stated in part:

"Summer vacation is a privilege and a responsibility that has not been adequately met in this state. The whole field of organized sports has received little encouragement. We cannot legislate what children or adults shall do with their leisure, but towns and communities can provide safe places to play and opportunities to direct that leisure into worthwhile channels that will have a carry-over value into adult life.

"1. Will you, first of all, appoint a committee of interested citizens to make a survey of the recreational facilities in your town? This committee to investigate:

(*a*) What facilities exist

(*b*) What projects the town could have with planning on your part and the use of federal funds for their realization

Please consider the following projects:

A. Playgrounds for little children to be fitted out with sand boxes, swings, teeters, slides, volley ball posts, basketball posts, long tables and benches for hand work

The playground should be adjacent to the school building or community center where the children can have drinking water and toilet facilities.

B. Ball fields for little children, as well as older ones

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C. Swimming pools or places along the shore or stream or river that could be developed for swimming. The National Red Cross stands ready to furnish a limited number of life guards.

D. Athletic fields for football, soccer, baseball, etc., equipped with stands, lockers and shower facilities, if possible

E. Places where toboggan slides or slides for little children safe from traffic could be erected. Ski jumps and skating rinks

F. Community centers with gymnasium facilities

G. How many leaders could you use, local men and women in need of work, preferably with normal school training?

H. What crafts or arts could you teach in your community play schools?"

The committee then got in touch with the director of FERA for the state and the chief engineer in charge of projects, and secured their cooperation in the approval of all projects submitted through the regular town channels and having the approval of town officials. Contacts were also made with the official responsible for expenditures for marginal park land. He stated his desire to make the developments he might undertake fit into the state program for recreation which the committee was planning.

As a result of the letter sent out many towns applied for projects a large number of which were approved and have been completed. Since May 1st over $127,000 has been spent for recreational facilities in Maine. In some cases the dream has become a reality through the vision of one leader in the community. We take pardonable pride in the spirit developed in the China Lake region where under the leadership of a local Parent-Teacher Association the end of the lake was put in condition for bathing; a splendid ball field was built and a summer playground started.

The committee soon realized that many towns not entitled to relief under the CWA or the FERA programs wanted to share in this planning program. The committee wrote to all of the state's Senators and Representatives in Washington asking their help in having some definite sum of money set aside for a state-wide program. A list of communities was prepared which were in the greatest need of help for their young people. Many letters were sent to the Relief Administration in Washington asking that the children of Maine might be considered as worthy of federal planning as power reserves or roads or bridges. A definite sum was allocated but the projects were held up during the summer pending the appointment of a state WPA administrator. The committee is hopeful that before July 1936 many of the plans will be approved and completed.

Whether all of these projects are approved or not, we feel that a most encouraging start has been made in planning for the leisure time activities of youth and that the work will continue as more citizens realize the possibilities which lie in creative opportunities for the children of their own towns and villages. Maine is indeed grateful to the federal government for the splendid support of the emergency relief agencies.

Projects Completed by November 1, 1935

18 grandstands—	1 golf course
16 wood, 1 concrete,	12 rifle ranges
1 brick	1 winter sports park
27 children's playgrounds	10 skating rinks
opened	2 ski jumps
10 large parks	7 swimming pools
8 small parks	16 wading pools
102 athletic fields	5 bathing beaches
27 baseball fields	2 auditoriums
21 football fields	6 gymnasiums
6 track fields	16 park buildings
38 tennis courts	

The greatest need for the future is the extension of these facilities to small rural villages that were not entitled to relief or were too proud to apply for relief, having been just able to keep the wolf from the door by the strictest sort of economy and less abundant living. The children in these areas are in great need of intelligent leadership in their recreational activities. Our great task in the years immediately ahead is to plan for this leadership on the athletic field, the playground, and in the community center.

"About this time of the year most of us who have been pretty much 'house-bound' all winter begin to feel a great yearning for open spaces—vast sweep of sky overhead; no neighbors in sight; somewhere that makes us feel the world is big, and not too crowded, and that there's room in it for us—room to stretch—wide horizons for our eyes to wander, and illimitable reaches for our thoughts, our aspirations. Some of us love to 'stretch' on the sea, and some of us love to do it on shore. The great thing is to do it somewhere; not to deny that impulse. As long as you have it you know you're growing! When it no longer seizes you, it's because you've begun to shrink and settle." — *Clare E. Laughlin* in *The Library Journal.*

WORLD AT PLAY

Courtesy Canadian National Parks

National Folk Festival

NATIVE America in song and dance will be reproduced during the second week of the Texas Centennial Exposition in the presentation of the National Folk Festival. Arrangements have been made for this national event, the southwest phase of which will be built up out of song, dance and folk play research in every county of Texas and adjoining states. The Texas Centennial Exposition beginning June 4th, will be host to the festival which has enlisted the drama, music, dances and handicraft of the history of the nation during the three years since its origin in St. Louis. Its second presentation took place last year in Chattanooga, Tennessee. This year's presentation will not be a professional one but a program of amateurs presenting the folk lore of the nation.

Jefferson Memorial

AT a special election held in the fall, the city of St. Louis, Missouri, voted bonds in the amount of $7,500,000 which the federal government is to match with $22,500,000 for the development of the city's water front. Thirty-seven blocks will be cleared of old buildings and Jefferson Memorial created, which will be maintained as a national park by the federal government.—From *Public Management.*

A Festival of Play

ON January 17th, the Bureau of Recreation of Philadelphia presented a Festival of Play in celebration of the 50-year program of municipal recreation. Three thousand people from 6 to 60 years of age took part in a program of games, gymnastic exhibitions, folk dancing and other activities.

Golf Courses for Minnesota

ONE of the provisions enacted by the 1935 state legislature of Minnesota authorizes cities of the fourth class to acquire and operate golf courses of not more than 100 acres adjacent to city limits.

Model Airplanes Popular

THE Public Recreation Commission of Cincinnati, Ohio, reports that the making of airplanes is becoming a very popular hobby with boys and girls. A new airplane club has been opened in a basement room at the Madisonville Library and there are two additional airplane centers at police stations in other localities. The report states that the growth of cooperative arrangements for use of buildings and in handling activities between the Police Department and the Recreation Commission should help to bring about a new attitude on the part of boys and girls toward the police.

Shuffleboard Game Equipment
$5.00, $7.00, $10.00 and $15.00 Sets
New Rubber Tired Discs
Will Not Split, $5.00 Set
New Aluminum Footed Cues, $2.00 Each
Catalogue
●
Daytona Beach Shuffle Board Co.
Philmont New York

A Fire Station That's Different—The recently dedicated Central Fire Station in Birmingham, England, costs approximately £150,000. In addition to essential accommodations for housing, a large number of fire fighting units and equipment, the building contains recreation facilities, a school, band practice rooms, a canteen, gymnasium, carpenter and machine shops, drill towers and housing accommodations.

A Gift for Roanoke—K. Mark Cowen, Superintendent of Recreation in Roanoke, Virginia, reports that B. J. Fishburn of that city has donated a tract of over 27 acres for park purposes.

At a Community Building—The annual report for the Memorial Community Building at Goldsboro, North Carolina, shows an increase in attendance over the preceding year of 33,374. The center continuously serves a wide rural area. Most of the spectators and players of the four basketball leagues come from the rural districts of Wayne County. The players and spectators from eight neighborhood councils participated in the eight county district girls' basketball tournament. During the past year the Wayne Recreation Council was organized to unite in an advisory and promoting body the citizens of Goldsboro and Wayne County interested in constructive, character-building recreational activities. As its first objective the council established a girls' and women's activity program, raising $518.50 toward the expenses of this agency.

Junior Birdmen of America—The Junior Birdmen of America with headquarters at 1834 Broadway, New York City, is entering its third year of existence as a permanent organization. Its model plane records, writes Lawrence Shaw, National Director, are now accepted as the official national records for this country. The organization has issued the Official Model Plane Contest Manual for Junior Birdmen Wing Commanders.

An Experiment Crime Prevention—The Crime Prevention Association of Philadelphia, in cooperation with the Crime Prevention Division of the Bureau of Police, the Municipal Court and the Board of Education, has been operating since 1932 with a small staff and budget in an effort to prevent crime. Some of the results secured are: A decrease of 17% in the number of older boys arrested; an increase in the number of older boy offenders under supervision before they get into court; the transformation by the boys themselves of 70 vacant lots, obtained rent free, into athletic fields, the conversion of four abandoned school buildings into boys' clubs; the formation of fifteen additional clubs, given assistance in obtaining their own buildings. Other accomplishments have been assistance in finding employment for 100 boys and aid for 80 boys in enlisting in C.C.C. camps.

"First Houses"—On December 3, 1935, "First Houses" in New York City, the first housing project in this country to be built with public money and bonds and mortgages issued by a government housing authority was dedicated and opened. One hundred and twenty families will be housed in this development, paying an average rental of $6.05 per room per month. The tenants will be workers whose monthly income does not exceed five times the monthly rental. Recreational facilities are provided. Approximately 6,500 square feet of land at the west end of the project have been turned over to the New York City Park Department for a playground for the use of boys and girls under sixteen years of age. Indoor recreation rooms and facilities are furnished for the use of the tenants. On the ground floor directly off the playground is a recreation room approximately 25 by 20 feet equipped with two bridge tables, chairs, a ping pong table, a book shelf, and a reading room and tables for children. Space has been provided for a small kitchen and game closets. Office space in one building is to be used in the evening for older boy and girl activities.

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Expenditures for Recreation in Elizabeth, N. J.—The allocation of funds to the Recreation Department of Elizabeth, N. J., represents an expenditure of less than 1c (.009) of each $1 of tax money. It is estimated that a per capita cost of only 32c a year was spent in 1935 to operate the entire program of the Department.

Philadelphia's Dance Festival—The first of the special events of the Philadelphia, Pennsylvania, Bureau of Recreation to be held in 1936 was the dance festival presented on February 14th. The contest was open to boys and girls under eighteen years, each center entering two groups whose minimum number was six. Each group was required to dance two and a half minutes and not longer than four and a half minutes, and it was further required that the groups dance to music. Dances were judged on the following points: (1) Perfect execution and rhythm; (2) Combination of steps or figures; (3) Difficulty of routine; (4) Neatness, cleanliness and appearance of participants.

The Henry Rockwell Baker Memorial Community Center—St. Charles, Illinois, is the home of the Henry Rockwell Baker Memorial given by Mr. and Mrs. Edward J. Baker, with the site and an endowment fund, in memory of their only son. The building also memorializes the young men and women from St. Charles who served in the World War. The entire memorial when turned over to the people represented a cost of about $200,000.

The architects have used the medieval style of the Tudors. Leaded windows, half timbers, stucco, stone and brick are harmonized to meet the broad sweep of the slate roofs. Interior decorations are of the same general period and the furnishings have been chosen for their suitability. The grounds have been landscaped under the supervision of the Garden Club of St. Charles. In addition to a large assembly hall and stage, a lounge, swim-

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ming pool, bowling alleys, billiard room, kitchen, lockers and other facilities have been assigned to a number of social and benevolent societies. Here the American Legion, Business and Professional Women's Club, Young Mothers' Club, Boy Scouts, Girl Scouts and the Little Theater of St. Charles hold their meetings. The building also contains the office of the Chamber of Commerce which is a general information bureau at the service of the public.

New York City As a Country Club — New York City, says *The New York Times,* has now become, among other things, a very reasonable country club. The Department of Parks reports that season permits for tennis will be issued at $3.00 to adults and at $1.00 to persons under 17, and full season permits for golf for $10.00. The tennis players will have their choice of public courts at about thirty different places in the city, and the golf players will find ten courses under the city's jurisdiction. "Add to this the swimming pools that the city has provided, and New York becomes a complete summer resort."

Safety Teaching Material for the Recreation Director

The Education Division of the National Safety Council publishes a variety of material designed to aid in the teaching of safety on the playground or in the school. We recommend the following:

SAFETY EDUCATION MAGAZINE—A monthly publication containing colored posters, graded lesson outlines, short plays and stories, informational articles, etc.

Price $1.00 a year

THE JUNIOR SAFETY COUNCIL—A handbook of safety activities containing practical program suggestions, patrol organization and references.

Price $.35

PLAYGROUND PACKET—A collection of safety material for the playground director. Contains 10 colored safety posters, a safety play, crayon lessons and instructions for the safe use of playground equipment.

Price $1.00

Education Division, National Safety Council

ONE PARK AVENUE NEW YORK, N. Y.

An Essay Contest—In April, the Elizabeth Peabody Settlement House, 357 Charles Street, Boston, cooperated with the American Forestry Association in conducting an essay contest on the value of trees to a city. It was open to boys and girls from nine to eighteen years of age, members of any settlement house, boys' club, community center, Y.M.C.A., Y.W.C.A., Y.M. and Y.W.H.A. or similar organization in the State of Massachusetts. Thornton W. Burgess, well-known naturalist and author, H. O. Cooke, chief forester for the Commonwealth of Massachusetts, and other leading authorities served as judges.

A Training Course for Camp Counselors—Beginning July 1st, the Educational Alliance and Young Men's Hebrew Association will conduct the second training course for camp counselors at Surprise Lake Camp, Cold Spring, New York. The course will continue for ten weeks, ending on Labor Day. Last summer's course included lectures by Dr. Jesse F. Williams of Teachers College, Dr. L. B. Sharp of Life Camps, Captain Charles B. Scully of American Red Cross, and other leaders in the camping field. Anyone interested may secure further information by writing Mr. Max Oppenheimer at Surprise Lake Camp.

Detroit's Camp for Boys and Girls—The Detroit, Michigan, Department of Recreation is operating this year, as it has for a number of years, a recreation camp of more than 300 acres of land at Brighton. The camp is divided by Lake Recreation into two complete parts—one for boys and one for girls. It is open to children from eight to fifteen years of age classified as juniors, eight to ten; intermediates, ten to thirteen, and seniors, fourteen and over. The charge is $7.00 a week which includes transportation and insurance for each child while in camp. The cost for additional week is $6.00. This low price is possible because the camp is operated without profit by the city of Detroit.

Iowa Conference on Child Development and Parent Education—The tenth Iowa Conference on Child Development and Parent Education will be held in Iowa City, Iowa, June 16th, 17th and 18th. The general theme for the conference is "Education for Family Life." Among the speakers will be some of the leading authorities in the country. Further information may be secured from the Iowa Child Welfare Research Station, State University of Iowa, Iowa City.

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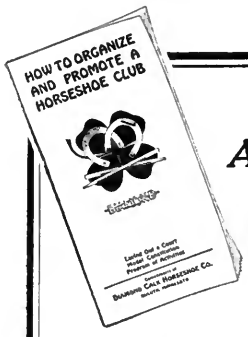
(Boston School, 165 Newbury Street)

From Barren Tract to Municipal Stadium—What was once a barren five acre tract of unused park land has been converted at low cost by the Hartford, Connecticut, Park Department into a splendid municipally owned athletic stadium. It embraces a grass infield baseball diamond, a regulation football gridiron and a quarter mile cinder track. The stadium is located in Colt Park within a stone's throw of the heart of the business district. The project was started with CWA and FERA funds. It is hoped to secure an additional grant for the construction of a grandstand and dressing rooms.

A New Swimming Pool in Interstate Park—Through the WPA, the Palisades Interstate Park is to have a new swimming pool which, it is said, will be one of the finest in the vicinity of New York. It will be 600 feet long and 120



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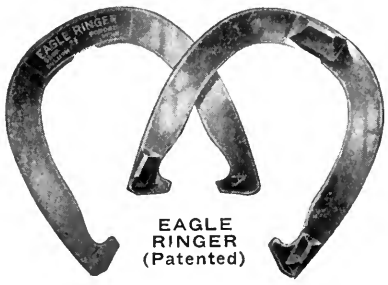

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feet wide, built out into the river, and supplied with filtered and chlorinated salt water. There will be three compartments, two 210 by 60 feet, one for public use and one for competitive swimming events, and a smaller space 60 by 60 feet for waders and beginners. There will be a large grandstand along the land side of the larger pools, and lockers and other facilities for bathers will be placed under the stand. Commissioners of the Palisades Interstate Park also report a new cabin colony with thirty cabins made of log siding and containing large living rooms and two bedrooms. The area will be equipped with electric lights and city water, showers, sanitary facilities, and a private bathing beach. Space will be retained for tent camping for those who prefer it.

The Jacksonville Choral Guild — On March 24th the Jacksonville, Florida, Choral Guild assisted by the Jacksonville concert orchestra presented Haydn's "The Creation" at the Duval County Armory. The WPA Federal Music Project and the Department of Public Recreation sponsored the concert with its chorus of

Among Our Folks

H. Ray Meyers, Chairman Executive Committee of the Community Recreation Association of Decatur, Illinois, and formerly Superintendent of Recreation in that city, has received the Junior Association of Commerce Service Award for the year 1934 offered the young man most active in the promotion of civic enterprises for the betterment of the community.

Philip Dumont, a graduate of the first National Recreation School, has received a permanent appointment as manager of the Sand Lake Waterfowl Refuge near Aberdeen, South Dakota. He will be in charge of this new federal area of over 23,000 acres. The refuge extends for about fifteen miles along the James River. The waterfowl nesting studies in this area will be centered here.

Earle A. Pritchard, who several years ago served as Superintendent of Recreation in Reading, Pennsylvania and other cities, has become Recreation Planner, National Park Service, with headquarters at the Regional Office in Bronxville, New York. Mr. Pritchard's territory covers the New England states, New Jersey, Pennsylvania, and New York. Before assuming his duties with the National Park Service Mr. Pritchard served as Supervisor, Emergency Conservation, Department of the Interior.

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114 voices and five soloists, and an orchestra of 45 pieces. The singers were attired in vestments of red with white collars which were made by the sewing division of the WPA, the material being supplied by the co-sponsors. Seventeen hundred people heard the oratorio.

A Camp at Your Doorstep

(Continued from page 57)

keeping enough money to take him home. This system was good for their self-reliance. It applied to six-year-olds as well as to boys of fourteen.

The Boys Entertain

During the summer two parties were given—one an outdoor supper for all the parents, and the other a day at camp for all boys who had attended during the season. The campfire supper was a tremendous success, the boys cooking a

David I. Kelly

DAVID I. KELLY, Secretary of the Essex County Park Commission, died at his home in Maplewood, New Jersey, on March 24th.

Mr. Kelly's record as a recreation worker and park executive was a long and honorable one. He began his recreation experience in New York City where he helped organize the city's playgrounds. Later he served as Deputy Commissioner of Corrections in New York under Burdett G. Lewis, and when Mr. Lewis became Commissioner of Institutions and Agencies in New Jersey he appointed Mr. Kelly his deputy in charge of occupational work at the State Penitentiary. Nearly twenty years ago Mr. Kelly was retained by the Essex County Park Commission to install a recreational system for its parks, and two years later he was appointed Executive Secretary of the Commission. Mr. Kelly had a large part in making the Essex County park system an example of a county park system outstanding in its service to the recreational needs of men, women and children. Not only New Jersey but the country as a whole owes much to his vision and his ability to make that vision a reality.

dinner which brought everyone back for second helpings, and in the firelight, giving a sports show organized and run off by themselves. A special copy of the camp paper was handed out to all present. On the final day of camp, we played the last league baseball game, ate a campfire lunch, and heard the announcements of awards and the result of the Blue-Red match. We ended up with a treasure hunt and topped off with ice cream.

New York Tries Out New Methods of Education

(Continued from page 61)

If possible, routes should be changed if the same children travel to camp each day.

Diversion should be at hand to avoid boredom and monotony. Many quiet games are good fun and some might be used to lead up to the day's activities on arrival at camp. Some of these tend to quicken attention and alertness of eye and ear and mind.

Luncheon. If children carry their own lunches they should be marked with their names and carefully placed in a cool place as soon as camp is reached. If lunches are to be cooked over fires the hazards must be taken into careful consideration and there must be fuel obtainable and available. Receptacles will be needed for refuse.

The meal time must be one of friendly intercourse between leaders and children, and it certainly must be a happy time with camp songs or folk songs during preparations and clearing away.

If at all possible every child should be provided with milk and each lunch should include fresh fruit.

The Program. Trained recreation leaders must be on hand to direct the program and these leaders must at all times consider the physical condi-

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, March 1936

The Government of Parks, by L. H. Weir
Planning the Recreational Use of Our Wild Lands, by Dr. Frank A. Waugh
A Municipal and Utility Forestry Course, by R. S. Marshall

Leisure, April 1936

Camping for Balanced Growth, by John B. Malcolm
Recreational Leadership and Character, by Walter L. Stone, Ph.D.
Tournament Plug Golf

Mind and Body, February 1936

Competition and/or Cooperation? by Frederick Rand Rogers

Junior-Senior High School Clearing House, April 1936

This issue is almost entirely devoted to camps and camping and includes articles by many authorities

Camping World, March 1936

A Camp Bungalow, by Zenou Raabe, M.L.A.
Pre-Camp Planning: Program in Camp, by Irving A. Schiffman, M.A.
The Why of Camp Laws, by A. F. Allen
Philosophy at Work in Camping, by R. C. Marshall

The Research Quarterly, March 1936

A Study of the College Women's Physical Education Department in Its Relationship to the Community's Adult Leisure-Time Activities, by Donnie Cotteral

Criteria for Studying and Evaluating Physical Programs with Relation to Their Leisure-Time Contributions, by B. Spindler and John Dambach

Education, March 1936

Nature Education: Social and Recreational, by William Gould Vinal

International Journal of Religious Education, March 1936

Play Tournaments and Christian Values, by Harold A. Ehrensperger

Parents' Magazine, March 1936

Toy Symphony, by Bernice Evans Harding
Family Fun, by Elizabeth King
Playthings of the Month
Books for Boys and Girls, by Alice Dalgliesh

The Journal of Health and Physical Education, February 1936

The Legal Liability for the Injury of Children in Public Schools, by Arthur Clayton Poe
The Cultural Significance of Sports, An Editorial
Water Parties for Indoor Pools, by Katherine Adams Menges
Recreational Athletics for Women, by Elizabeth Noyes
Social Physical Education and Recreation for the Crippled and Disabled, by Richard Montgomery
Basket Speedball—Team Game for Large Classes, by Verna M. Baker

The Journal of Health and Physical Education, March 1936

A Sane Athletic Program, by R. R. Abernethy
Recreation and College Life, by Dorothy S. Ainsworth
The Grand Rapids Recreation Safety Pageant, by A. W. Thompson
Some Unique Recreational Programs in Germany, by Hans Nabhole
Water Baseball as an Intramural Sport, by Joseph C. Clarke
Side-line Basketball, by Helen M. Reily
Deck-Hockey, by Lester G. Bursey
From Green to Tee with a Class, by Iris Boulton

Sociology and Social Research, March-April 1936

The New Leisure and Social Objectives, by Martin H. Neumeyer

The Girl Scout Leader, March 1936

Arts and Crafts at Camp, by Chester Marsh

The Camping Magazine, March 1936

Trends in Municipal Camping, by R. W. Robertson
Character Building in Camp, by Neal Drought

The Instructor, November 1935

Indoor Games from Distant Lands
Making Cornstalk Furniture and Toys, by Helen C. Reed
Making Gifts for Other Children, by Eugenia Eckford

PAMPHLETS

Playland, Rye, Westchester County, New York
An illustrated pamphlet

The Annual Report of the Union County, N. J., Park Commission 1935

Live and Let Live
The Travelers Insurance Company, Hartford, Conn.

The 1935 Kentucky State Parks Annual
Kentucky State Parks, State Capitol, Frankfort, Ky.

Annual Report of the Playground and Recreation Association of Wyoming Valley, 1935
Wilkes-Barre, Pa.

Eleventh Annual Report of the Playground and Recreation Commission, Alton, Ill., 1935-1936

Annual Report of the Salt Lake City, Utah, Recreation Department, 1935

24th Annual Report of the Playground Community Service Commission of New Orleans, La., 1935

In the New Era of Motion Picture Entertainment
Annual Report of the Motion Picture Producers and Distributors of America, Inc., 1935

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tion of the children. They must be on the alert to solve problem cases. The timid and bullying child must be carefully lead.

Fatigue must be avoided and yet interest must not lag. The leaders must be people with pleasing personalities, who have an abundance of enthusiasm and are very adaptable.

A skeleton schedule must be set up with a range of camp activities of the more strenuous type planned for the morning period. Games should be of the type not played in any city situation. Hiking should be planned with a view to exposing the children to as many of the nature interests as possible, and the hikes should allow the "collecting instincts" to be satisfied Actual

teaching of nature lore subject matter should be avoided. Treasure hunts may be so planned as to enhance these nature contacts.

Camp craft should be of the practical kind that will include those things which may be used during camp experience. They may find need for the various kinds of fires and fireplaces, tin can stoves or stone stoves, or they may want to construct some of different kinds of primitive woods shelters. They may wish to create some kind of reed or grass or bark receptacles for their collections of rocks and acorns, or they may want to prepare some kind of terraria or aquaria.

Dancing and singing games are usually enjoyed by the younger children at this time. Boys like the Indian dancing.

Afternoon periods should be devoted to quieter activities, such as story-telling and their dramatization, singing and handcraft. First, however, a period of complete relaxation must be allowed after lunch. Old newspapers spread on the ground make it safe to lie down, but these must be carefully picked up afterwards.

A council ring ceremony is a beautiful and picturesque closing to the day. Ernest Thompson Seton's handbook offers suggestions for this.

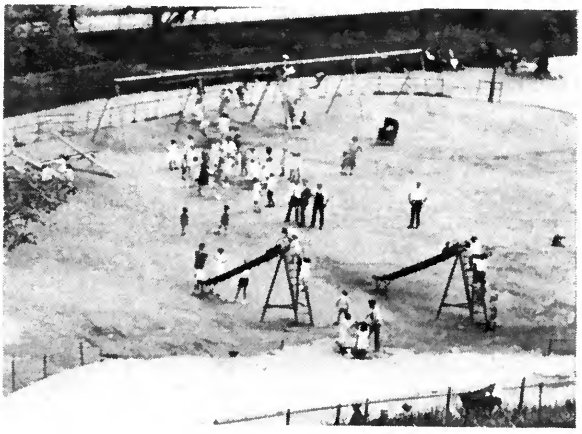
NOTE: The Recreation Department of the WPA of New York City of which Miss Louise Edwards is Unit Manager, has available charts, programs and sources of information used in planning for New York Day Camps.

Living with "Shell-Shocked" Youth

(Continued from page 66)

us with much discussion material. Campfire talks on questions involving mental and social hygiene and vocational guidance, as well as economics and politics, became increasingly popular. Our subscription to a city daily newspaper afforded the text for current topics and sociological forums. We were constructing an ideo-logical basis for the motivation of present and future conduct and we noticed an immediate improvement in morale.

In our everyday life situations arose which called for realistic behavior. With every arrival of mail new hopes about jobs were aroused. Campers were encouraged to go to the city even if it meant hitch-hiking both ways. And, finally, even faint-hearted campers began to press their friends, advisers and employment agencies by way of letter and visit. Daily information on government work relief was eagerly sought in the newspaper. On one occasion the rough treatment by police of



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several campers who were attending a public dance aroused the group to a fighting mood. Their original desire to retaliate physically was redirected and led through organized channels of protest by letter, newspaper and personal visit. As for fighting physically at camp, several fist fights early in the season demonstrated a considerable lack of skill in self-defense. A boxing class developed a new self-respect and at the same time eliminated senseless fighting. Few, indeed, were these instances of true conflict in this camp isolated from an urban environment, but those experiences were important in setting behavior patterns for future action. At any rate, we had made a beginning.

What of the Future?

But it would be folly to maintain that our first steps will mark a new way of life for these youths unless community resources are expanded to answer their needs. Our personal contact with these youths during the next few months will enable us to determine how practical is society's interest in this problem.

Whether or not this youth group can be taken as a fair example, it is an inescapable fact that every year of the depression a heterogenious two million young people have reached the age of sixteen when they no longer have to go to school. Who dares maintain that our CCC camps, our subsidized traditional schooling, our few available jobs are sufficient to meet the varying needs of youth atrophying in a changing world? What of an educational system which is so blundering, so inflexible, so handicapped, that it can only deaden youths' initiative and creative self-expression?

"Youth has a right to life. That right includes the right to economic security and to adequate training, to work, to produce, to build, not to be idle. Youth must refuse to be the lost generation."

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The Story of a Summer Play School

(Continued from page 68)

The evening events of the carnival consisted of a musical show put on by the play school children, followed by a courtyard dance. Approximately 600 people paid a nominal admission charge to see this demonstration which included all the dances taught in both the folk dancing and chorus dancing classes at play school. Through these dances the audience was given a glimpse of the various nationality groups surrounding the center. The admission paid by the audience defrayed the expenses of the carnival as well as of the play school.

The entire carnival also served as a fine source of publicity for the center's activities, for all of the city's newspapers thought the event important enough to publicize. Four of the papers featured pictures of the carnival, while a fifth sent a reporter for a story. One of the center's good friends took movies of the entire day's events. These will be used later on to show people the type of activity the center offers its members.

With the play school over and an accounting made, we can really claim a genuine profit on the recreational side, and certainly no loss on the financial side.

The Organized Camp on Recreational Demonstration Projects

(Continued from page 71)

and canoes used must pass prescribed safety tests.

Motor Vehicles and Insurance

Campers and staff members operating motor vehicles must comply with all state and local laws and regulations in the operation of motor vehicles.

All motor vehicles must be maintained in good repair.

Transportation must be available for emergencies.

Each camping organization must comply with all state insurance laws.

Adequate liability insurance must be carried to protect campers and staff members from disabling and disfiguring accidents.

Food

The camping organization must provide an ample supply of fresh milk, fruit and vegetables for all campers and staff members.

Pasteurized milk must be used if obtainable anywhere within a reasonable distance of the camp, and should be delivered and maintained at a temperature of not more than 50 degrees F. If pasteurized milk is not obtainable, evaporated or powdered milk or milk that is certified as meeting all standards required by the local and state departments of health must be used.

Records

The camp director shall keep an individual record for each camper, showing camp activities, health history and evidence of a physical examination at the beginning and end of the camping season. The individual record for each camper shall also contain a record showing the written permission to attend camp signed by a parent or guardian.

A complete record of the camping organization's property at the camp must be maintained.

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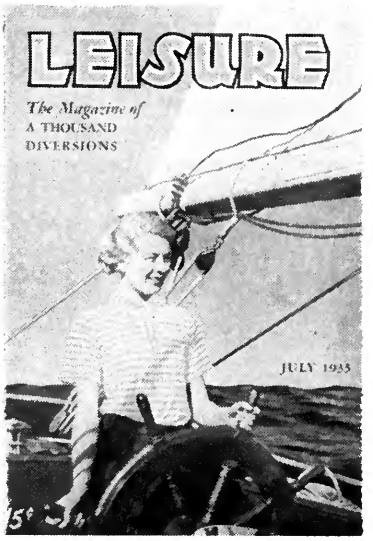

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CAMPING WORLD

Edited by L. NOEL BOOTH

11 East 44th Street, New York, N. Y.

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The camping organization must maintain a complete business record of operations while using the camping site.

All required records must be available for inspection by authorized representatives of the Resettlement Administration.

Education Versus Recreation

(Continued from page 73)

a well-camouflaged form. It must be offered in the spirit of the occasion, in the spirit of the camp, of rest, play, and, yes, of recreation. It must, indeed, be a program of education in recreation.

Since the days of the old school house of ruddy hue and humble mien, the validity of the theory of teaching children through the channels of play has been abundantly demonstrated. Even in the college class-room the instructor is prepared, if he has duly learned his lesson, to sell his courses as well as himself. He must make them attractive, appealing, or lay himself liable to be branded a dub. He has to sugar his pills, and sugar them aplenty, or he will be forced to admit, at least to himself, that the class-room is the finest place in the world for a beauty nap. All the more is this true of the teacher of adults. Here and there is an individual who goes after knowledge on the straight-way course—I gained my own degrees after I had passed fifty-one — but for the majority of grown-ups the words schooling and education as applied to themselves are anathema. They will learn incidentally, and gladly, but they prefer to acquire their morsels of wisdom in the spirit of play. That was amply demonstrated through the project carried out last season in the Adirondack tourist camps by the School of Forestry and the Department of Conservation of the State of New York.

An Oklahoma Backyard in Action

(Continued from page 80)

the ideal platform tree house may be installed. For safety's sake it might be well to have a carpenter do a good thoroughly strong job with new wood for the platform and railing, about 10 or 12 feet from the ground. The tree house may be reached by climbing up a flexible ladder that can be pulled up, insuring privacy for the older children, and preventing little children from climbing to danger. Boys and girls love to slide down a piece of hose or cling to a knotted rope.

New Publications in the Leisure Time Field

Designs for Wood-Carving

By Herbert W. Faulkner. Harper and Brothers, New York. $1.00.

At the request of numerous readers of his previous book, *Wood-Carving as a Hobby,* Mr. Faulkner has published this supplement containing twenty plates, including nearly a hundred designs and motifs applicable to wood-carving projects both large and small. These designs range from simple, elementary ones for beginners to more elaborate suggestions for wood-carvers who are experienced in the art. Many interesting adaptations may be made from the designs which appear in this volume.

Gardens and Gardening 1936

Edited by F. A. Mercer. The Studio Publications, Inc., New York. Paper bound, $3.50; cloth, $4.50.

This unusually attractive garden book with its many illustrations brings us beautiful gardens from many countries. It also contains a number of articles on flowers and Japanese miniature trees. It is a book every garden enthusiast will appreciate.

Organizing to Reduce Delinquency

By Lowell Juillard Carr. The Michigan Juvenile Delinquency Information Service, Ann Arbor, Michigan. $.25.

The State of Michigan is facing the facts about its juvenile delinquency problem, and as a result of careful study has worked out a plan for delinquency control which, together with facts regarding the study, is presented in this booklet carrying the subtitle, "The Michigan Plan for Better Citizenship." When it is realized that every year one per cent of the population of the United States from ten to sixteen years inclusive passes through the juvenile court, the seriousness of the problem becomes evident. Recreation workers will be greatly interested in this booklet and its findings which cite the need for the extension of recreation facilities.

Junior Fun in Bed

By Virginia Kirkus and Frank Scully. Simon and Schuster, New York. $1.75.

"A three ring circus and a first aid kit rolled into one," this book has been called. There are innumerable magic stunts, puzzles, riddles, mazes and indoor games. There are limericks, cartoons, and question and answer tests, and an entire section is devoted to hobbies and to the useful things which can be made indoors. Offering by no means the least in entertainment and interest are the exciting stories which form a section of the book. It is designed for boys and girls from ten to thirteen years of age but older shut-ins will enjoy it as well.

Through the Telescope

By Edward Arthur Fath. McGraw-Hill Book Company, Inc., Whittlesey House, New York City. $2.75.

There is one method for making a flight through the skies which is available to all—and that is through the use of the telescope. In this book we take a journey through space by means of our imagination. We are given a connected story which includes the main facts and a few of the more interesting theories of the astronomical field. No important discoveries published up to the end of 1935 have been omitted. The method of telling the story involves a visit to the two great astronomical observatories in California. Many photographs are used to illustrate the text.

"Kit" 39

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

The most recent issue of the Recreation Kit deals with plans for banquets and with games and stunts for use at such functions.

Bibliography of Planning 1928-1935

By Katherine McNamara. Harvard University Press, Cambridge, Mass. $3.50.

This bibliography is a supplement to *Manual of Planning Information,* 1928, and includes the books, magazine articles and technical papers in city planning which have appeared between July 1928 and 1935. The careful and well-planned classification and indexing of the material and the inclusion of new sections as well as the expansion of old ones make this book a labor-saving tool of great value to librarians and to students and practitioners in the field.

Youth Without Jobs

By E. C. Worman. Association Press, 347 Madison Avenue, New York. $1.00.

Three years have passed since the publication by the Association Press of *Free-Time Activities for Unemployed Young Men,* written in the deepest throes of the depression. *Youth Without Jobs* is an attempt to review some of the forces that are now at work in our social, economic and political set-up; to note the trends of service in Y.M.C.A.'s, and to appraise in the light of evidence from the field some of the program features of recent months. Recreation workers will be particularly interested in seeing the samples which are given of work in local associations illustrative of the methods of attack on the problem of unemployment among young men and of the leisure time activities which are being promoted.

Boss Rule.

Portraits in City Politics. By J. T. Salter. Whittlesey House, McGraw-Hill Book Company, Inc., New York. $2.50.

Throughout the greater part of the book Mr. Salter very interestingly presents detailed life sketches of the lives and activities of leading division leaders in Philadelphia's political history—leaders who know their people; who display a quality of loyalty and a superabundance of energy; men whose homes are open day and night and are rendering a personal service to their constituents.

There has been a birth of a political awareness and "government consciousness" among our people. Citizens are thinking of new values in our city governments and are stressing the strengthening of the mechanics of government. Political leaders are finding that new values are required in accord with the times and with the people. If the voters' standards in social values change, so will those of the politician. Mr. Salter believes that the depression will probably help the city to function to meet more adequately than ever before the needs of the individual and his family, his right to "adequate housing, light, heat, transportation, medical attention, work, recreation, schools and protection."

Science and the Young Child.

Bulletin of the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. $.35.

This interesting bulletin prepared by the Science Committee of the Association for Childhood Education suggests some of the ways in which interest in science may be built up in the nursery school, the kindergarten and the elementary school. Information is also given on science equipment and supplies and books useful in nature study and elementary science.

Training for the Public Service.

A Report and Recommendations. Edited by Morris B. Lambie. Public Administration Service, Chicago, Illinois. $.50.

This pamphlet embodies the report and recommendations of a conference sponsored by Public Administration Clearing House in which twenty-eight leading educators and public administrators with Louis Brownlow serving as chairman collaborated to evolve criteria for public personnel training. The report points out that no fewer than thirty-five universities and colleges have either recently announced public service training programs or are in the process of developing them. In the minds of many there is danger that this important activity, which so many years suffered from almost complete lack of attention, may now suffer equally from an excess of interest at the hands of too many well meaning but unrelated groups, and as a result there will be more young men and women trained than the administrative branches of the public service can assimilate. It is not intended that the recommendations presented in this booklet are the final word on the subject. It is hoped, however, that they will be of practical assistance to educators, public officials and citizens interested in the problem of better public service personnel.

After All It's Up to You.

By Frank H. Cheley. W. A. Wilde Company, Boston. $1.50.

This book is a series of friendly camp fire chats on leadership and fine living, and the talks are addressed to youth in language youth will understand and with a spirit young people will appreciate.

The Theory of Social Work.

By Frank J. Bruno. D. C. Heath and Company, New York. $4.00.

In the preparation of this book, which presents a course in the fundamentals of social work, teachers, students and practicing social workers have been primarily kept in mind. It is a pioneer work in that it provides a fundamental background which has previously been neglected. The social worker, whether in training or in the field, will find the underlying theory which he must have in order to deal successfully with the facts of human biology, the psychological aspects of behavior, and the social and economic environment. Recreation comes in for discussion from the point of view of theory and function and the history of the recreation movement. A chapter is devoted to commercial recreation.

How to Present the Gilbert and Sullivan Operas.

By Albert O. Bassuk. The Bass Publishers, New York. $2.50.

The charm of the Gilbert and Sullivan operas grows greater rather than less as time passes. Increasingly amateur groups of all kinds, not only schools and colleges but choral groups, settlements and clubs, are delighting audiences with these gay light operas. For this reason a book telling amateurs exactly how to go about the production of these operas should find a hearty welcome.

Columbus, Westward Ho!

By Alice Merrill Horne. Published by the author, 460 Twelfth East, Salt Lake City, Utah. $1.25.

The story of Columbus has been delightfully dramatized in this book in which the great historic theme has been woven into a story with a strong appeal. We meet Columbus as a boy in his father's home and feel his consuming desire to go to sea. And we go with him in a second scene on his visit to Queen Isabella when he makes his successful appeal for funds. Finally, we sail the seas with him and return with him to the Spanish court.

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A Year Book of Happiness

LIFE — pursuit of happiness.

A part of the Declaration of Independence.

Recreation — a part of any declaration of fundamental principles.

A part of any program for security for individuals.

What gives a man life — liberty to be himself — happiness — security?

Not just money — the possession of property.

Of course a certain amount of money helps.

But many who have money, who have jobs, have not much life, not much happiness, no real sense of inner security, no great sense of quiet confidence in themselves.

How many cities help boys and girls, men and women to find security for themselves, within themselves in their pursuit of life and happiness?

When a man can sing supremely well —
when a boy can play his violin with so rare a touch that those about lose all sense of time —
when the hands of a man can carve, or mold the play, or sketch —
when the boy knows the woods and creeks, and all that breathes and all that grows and the skies above —
when a girl can act so that the past and the future are as the present and all the world becomes real or tragic or beautiful —
when the boy can hurdle, or pole vault, or high jump —
or do things with a baseball or a football —
all this development of the powers of the human spirit that have no relation to bread and butter and cake —
all this does have to do with life, with being alive, with power, with happiness, with fellowship —
all this is a part of real wealth — a part of a man's real wealth, of a city's wealth.

When cities free the beaches for swimming, clear the ice for skating, keep the baseball diamond up, throw open the tennis courts, open wide the school houses for choral societies and orchestras—

Then the measure of all this reported in dry statistics in a year book is growth, development, human laughter and human tears, depth and breadth of human emotion.

Romance, poetry, adventure.

Things to be enjoyed now.

Things to be remembered forever.

Keeping childhood beautiful.

Keeping youth strong.

Giving old age memories.

The Year Book of Recreation is not a record of the trivial.

It is a partial report of real wealth, of real property, of music, drama, sport, comradeship — of inner confidence, of security, of spirit.

There are no city deficits so terrifying and so terrible as deficits in living.

HOWARD BRAUCHER.

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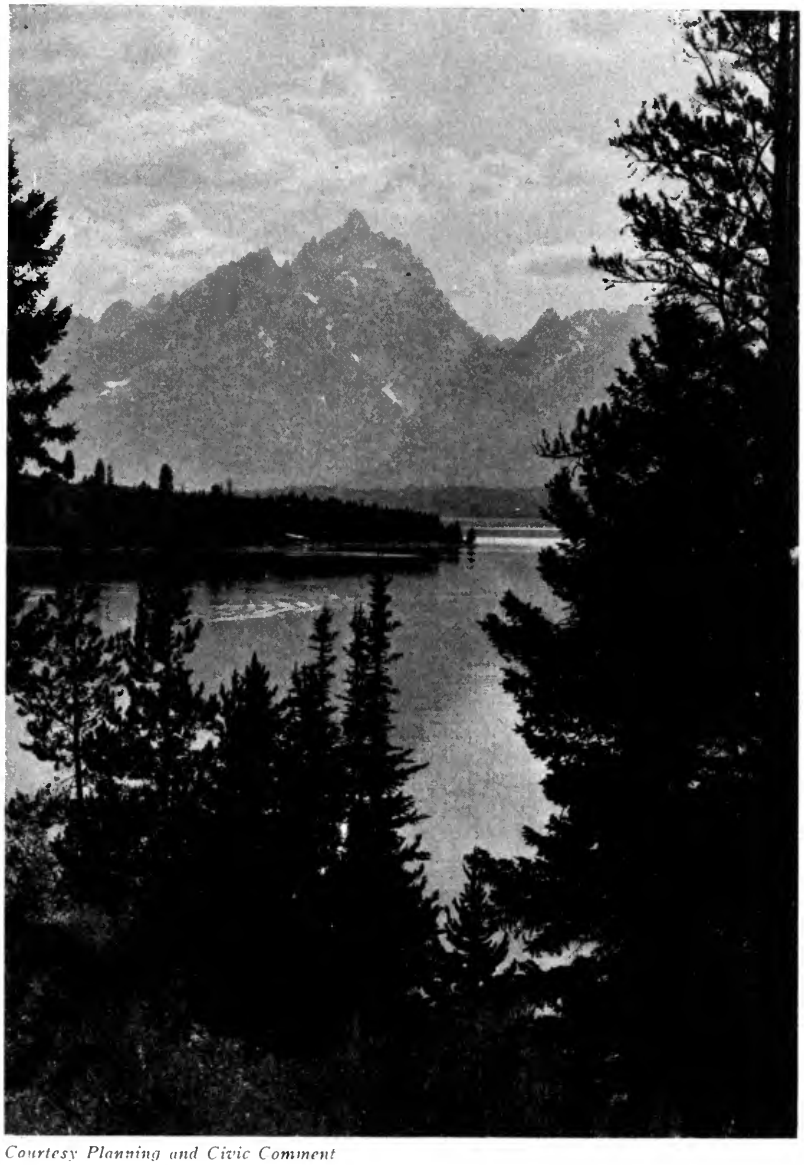

Courtesy Planning and Civic Comment

Summer's Here

"Oh my truant heart is roaming where a mountain trail is calling
Where a foamy stream is flashing and the noisy rapids leap,
Where the firs are sweet with balsam and the pines are crooning softly,
And the needled path before me rises shadowy and steep.

"There's a rocky footway leading to the crystal rim of heaven,
There's no haze upon the mountain and the wind is blowing free —
Oh my wayward heart is faring cut across the heat of cities,
For it's summer in the mountains and the peaks are calling me."

A Summary of Community Recreation in 1935

Regular and Emergency Service

Number of cities with play leadership or supervised facilities	**2,204**
Total number of separate play areas reported	**18,799** [1]
New play areas opened in 1935 for the first time	**1,790** [2]
Total number of play areas and special facilities reported:	
Outdoor playgrounds	**9,650**
Recreation buildings	**1,149**
Indoor recreation centers	**4,949**
Play streets	**179**
Archery ranges	**199**
Athletic fields	**1,818**
Baseball diamonds	**4,197**
Bathing beaches	**605**
Bowling greens	**189**
Golf courses	**336**
Handball courts	**1,426**
Horseshoe courts	**7,497**
Ice skating areas	**2,324**
Shuffle-board courts	**833**
Ski jumps	**136**
Softball diamonds	**7,696**
Stadiums	**145**
Summer camps	**113**
Swimming pools	**1,098**
Tennis courts	**9,880**
Toboggan slides	**315**
Wading pools	**1,292**
Total number of employed recreation leaders	**43,976**
Total number of leaders employed full time the year round	**2,606**
Total number of volunteer leaders	**10,346**
Total expenditures for public recreation	**$37,472,409.54**

(1) This figure includes outdoor playgrounds, recreation buildings, indoor recreation centers, play streets, athletic fields, bathing beaches, golf courses and summer camps.

(2) Indoor centers open for the first time are not included.

Community Recreation Leadership, Facilities and Activities in 1935

THE YEAR 1934 stood out as one of phenomenal expansion in the community recreation movement, due primarily to the large amount of emergency and relief funds which were made available for recreation leadership and for the development of facilities and areas. In 1934 the number of cities enjoying some form of recreation service more than doubled, according to Year Book reports. Many thoughtful recreation leaders were concerned as to whether these programs would be continued in 1935 with emergency leaders and funds, and if so, whether cities would further reduce their appropriations and their regular staff.

The Year Book for 1935 indicates certain trends in the recreation movement during the year. Reports were received concerning recreation facilities and service in 2,204* communities, or 14 more than the previous year. Included in this number are 1,159 where some regular service was carried on as compared with 1,165 in 1934. In the remaining 1,045 communities, recreation facilities and programs were provided entirely through emergency funds. Several of the cities which in 1934 reported emergency service only provided some non-relief funds for recreation in 1935. The failure of a considerable number of cities which submitted reports in 1934 to report this year is believed to be due primarily to indifference on the part of the local workers rather than to the discontinuance of the local recreation service. There is little evidence that in 1935 cities transferred the entire burden or responsibility for providing recreation to the relief authorities.

On the contrary, the amounts reported spent from non-relief sources totaled $21,552,621.32 or more than the previous year. Furthermore, even though 1,045 communities relied entirely upon relief funds for the financing of their programs, more than 90% of all such funds reported spent for recreation in 1935 were used in cities which raised a part of the cost locally, either through taxation or from private sources. Eighty-three per cent of all the workers paid from emergency funds also served in such cities. These facts, coupled with the fact that the amount paid for regular leadership exceeds that for 1934, indicate that to a large extent emergency workers assigned for service to recreation agencies supplemented rather than supplanted regular services and workers in 1935.

There were few marked increases in the number of centers and facilities of various types although many were open in 1935 under leadership for the first time. Fewer playgrounds were reported than the previous year and the high attendance figures for 1934 were not maintained. Nevertheless the figures for participation and attendance at the indoor and outdoor areas indicate the tremendous number of individuals who used them. For example there was a yearly or seasonal participation of 47,417,310 at 275 of the 605 bathing beaches reported and the attendance at 816 of the 1,149 recreation buildings exceeded forty-two million.

A marked change is noted in the use of emergency funds, as compared with 1934 when nearly three times as much money was spent for land, buildings and permanent equipment as for leadership. In 1935, on the other hand, more money was spent for leaders' salaries than for capital uses. If the reports submitted for the Year Book provide a reliable index, there was a large drop in the amount of relief money spent for improving recreation properties and developing facilities in 1935.

Even though a number of cities which carry on recreation programs under regular leadership failed to report this year, the figures indicate that on the whole recreation held its own during 1935. It should be pointed out, too, that the picture of recreation programs carried on with emergency funds is even less complete than in 1934. Practi-

* Reports from the following were received too late to be listed in the statistical tables although the information which they contained has been included in the summary figures: South Pasadena, Calif.; Cicero, Ill. (Clyde Park District); Terre Haute, Ind.; Coffeyville, Kans.; Alpena, Hastings, Mich.; Chisholm, Minn.; Moberly, Mo.; Rochester (Park Bureau), Sloan, N. Y.; Lewistown, Oil City, Pa.; White River Junction, Vt.; Cowlitz County, Walla Walla, Wash.; Mineral County, W. Va.

cally no reports were received from some states which carried on comprehensive programs utilizing hundreds, if not thousands, of leaders from the relief rolls. In many instances the lack of reports was attributed to the fact that in the transfer from E.R.A. to W.P.A. records of the service rendered under the former Administration which functioned through most of 1935 were not available to the new authorities. The reports which were received, however, give evidence of the contribution which resulted from the use of emergency funds for recreation programs and services.

As in the Year Book for 1934, the statistical summaries and tables of information submitted by the local authorities are published in two sections. The first section contains the reports from cities in which some non-relief funds were expended for leadership or for the operation of facilities. Many of them also reported emergency funds or leaders but all the cities in this section qualified for the Year Book even without the help from emergency sources.

The second section of this report covers service in communities where no regular funds were expended for recreation leadership or for the operation of recreation facilities, but where emergency funds or workers made such service possible last year. Except for such emergency funds, these communities would not have qualified for places in the Year Book.

Regular Recreation Service

The information in this section of the Year Book is a record of the activities, expenditures, leadership and facilities provided by cities, in part at least, with non-relief funds. It records the extent to which community recreation was carried on by the cities listed as a regular function and therefore provides a fair basis for comparison with the reports in earlier years when emergency funds were not available.

Regular recreation service was reported in 1935 in 1,159 communities, six less than the previous year when the number was greater than ever before. No striking changes are noted in the following summaries as compared with the previous year although there is some reduction in the total number of leaders, playgrounds, indoor centers and several other facilities. These are partially explained by the failure of several cities to submit reports this year. For example, no report was received from a Massachusetts agency which in 1934 employed 711 regular leaders and conducted 173 playgrounds at which an attendance of 3,600,000 was reported.

Among the most encouraging facts disclosed by the record of regular recreation service in 1935 are the greater number of full time year round workers, the increase in the amount of money spent, especially for leadership, and the number of cities which spent only emergency funds in 1934 but are found in the regular list this year. That more extensive use was made of emergency leadership in the "regular" cities in 1935 is indicated by the increase in the number of such workers reported and in the amount of relief funds spent for leaders' salaries.

The following pages contain summaries of the regular recreation service in the 1,159 towns and cities reporting and the statistical tables recording the work carried on in each of them.*

* Reports of additional emergency service in 16 of these cities will be found in the latter section relating to such service only. The cities are: Stratford, Conn.; Michigan City, Richmond, Shelbyville, Ind.; Alexandria, La.; Holyoke, Medford, Northampton, Mass.; Bridgeton, Cliffside Park, Englewood, Harrison, Jersey City, Trenton, N. J.; Binghamton, New York, N. Y.

Leadership

In 1935 a total of 18,496 recreation workers were reported paid from regular funds in 714 cities, as compared with 20,245 workers reported in 773 cities in 1934. In spite of this decrease in the total number of leaders, 2,606 of them were employed on a full time year round basis as compared with 2,325 in 1934. Part of this increase is due to the report from one large city which did not submit complete information last year, but several cities employed more workers throughout the year than in 1934 and a few cities reported such workers for the first time. In the case of both year round and seasonal leaders, the men outnumbered the women to a greater extent than in previous years.

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Agencies which employed workers paid from regular funds also utilized most of the emergency leaders reported in 1935. Therefore the following table includes a statement concerning the emergency leaders serving these agencies. The number of such leaders, 21,033, exceeds by more than 3,000 the number reported in 1934 and is also greater than the number of workers paid from regular funds. In other words in the 714 cities reporting leadership paid from regular funds, there were more leaders paid from emergency funds than from other sources.

Recreation Workers Paid from Regular Funds

Cities reporting employed recreation workers	714
Men workers employed	10,328
Women workers employed	8,168
Total workers employed	18,496
Cities reporting workers employed full time year round	261
Men workers employed full time year round	1,493
Women workers employed full time year round	1,113
Total workers employed full time year round	2,606

Supplementary Workers Paid from Emergency Funds in Cities Providing Regular Service

Cities reporting such workers	456
Men workers employed	13,300
Women workers employed	7,733
Total workers employed	21,033
Cities reporting workers employed full time	128
Men workers employed full time	3,386
Women workers employed full time	1,988
Total workers employed full time	5,374

Volunteers

Recreation service was contributed by 9,364 volunteer leaders in 1935; of this group 4,737 were men and 4,627 were women. The total number of volunteers reported is approximately the same as in 1934, but this year men comprise a much larger percentage than last.

Playgrounds and Indoor Centers

Outdoor Playgrounds

In 1935 the total number of outdoor playgrounds under leadership in cities reporting "regular" work is 8,062. Although less than in 1934 when 8,384 were reported, the number is greater by 628 than were reported in all cities two years before. As in 1934, many of these playgrounds were doubtless open because of the leaders who were assigned by the relief authorities for service with the recreation agencies.

The use of these emergency leaders to lengthen the playground season is reflected in the reports of playgrounds open the year round. Even though in 1934 more year round playgrounds were reported than in previous years, the number open under leadership throughout 1935 was 1,785, or 224 greater than in 1934.

Not only is the number of cities reporting playgrounds slightly less than the previous year but fewer playgrounds are reported open for the first time. The growing popularity of the playgrounds is attested, however, by the increase in the average daily summer attendance per playground reporting.

Number of outdoor playgrounds for white and mixed groups (684 cities)		7,625
Open year round (157 cities)	1,785	
Open during the summer months only (541 cities)	3,999	
Open during school year only (63 cities)	453	
Open during summer and/or other seasons (177 cities)	1,388	
Average daily summer attendance of participants (5,222 playgrounds in 501 cities)		1,410,772*
Average daily summer attendance of spectators (3,180 playgrounds in 333 cities)		319,033*
Number of outdoor playgrounds open in 1935 for the first time (201 cities)		716

In addition to the foregoing, outdoor playgrounds for colored people are reported as follows:

Number of playgrounds for colored people (139 cities)		437
Open year round (39 cities)	124	
Open summer months only (95 cities)	224	
Open school year only (11 cities)	29	
Open summer and/or other seasons (25 cities)	60	
Average daily summer attendance of participants (232 playgrounds in 85 cities)		50,198
Average daily summer attendance of spectators (149 playgrounds in 56 cities)		12,392
Number of playgrounds for colored people open in 1935 for the first time (27 cities)		49
Total number of playgrounds for white and colored people (685 cities)		8,062
Total average daily summer attendance of participants and spectators, white and colored (5,454 playgrounds)		1,883,078
Total yearly or seasonal attendance of participants and spectators at playgrounds for white and colored people (7,254 playgrounds in 576 cities)		231,275,169
Total number of playgrounds for white and colored people open in 1935 for the first time		729

* In addition to this number, 9 cities report an average daily summer attendance of both participants and spectators at 207 playgrounds totaling 90,683.

Recreation Buildings

One thousand and forty-three recreation buildings were reported open under leadership in 1935 or 148 more than the previous year. By a coincidence, 148 or an equal number of buildings were open for use under leadership in 1935 for the first time. Some of these buildings are structures built in 1934 or 1935 and others are existing buildings which were equipped and operated by personnel paid by emergency funds. The total attendances recorded at 726 recreation buildings was more than forty-one million.

Number of recreation buildings for white and mixed groups (237 cities)		968
Total yearly or seasonal attendance of participants (683 buildings in 177 cities)		38,306,785
Number of recreation buildings for white and mixed groups open in 1935 for the first time (50 cities)		94

In addition, recreation buildings for colored people are reported as follows:

Number of recreation buildings for colored people (48 cities)		75
Total yearly or seasonal attendance of participants (63 buildings in 40 cities)		2,788,993
Number of recreation buildings for colored people open in 1935 for the first time (10 cities)		14
Total number of recreation buildings for white and colored people open in 1935 for the first time (261 cities)		1,043
Total yearly or seasonal attendance of participants at recreation buildings for white and colored people (726 buildings in 193 cities)		41,095,778
Total number of recreation buildings for white and colored people open in 1935 for the first time (60 cities)		108

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Indoor Recreation Centers

Under this heading are reported schools, churches, city halls, social centers and other buildings which are not used exclusively for recreation but in which a recreation program is regularly carried on under leadership. More cities reported centers than in 1934 but the number of centers was considerably less. The number open three or more sessions weekly showed a marked decrease but there was an increase in the number of centers open less than three sessions weekly.

Number of centers open 3 or more sessions weekly (295 cities)	2,321
Total yearly or seasonal attendance (1,710 centers in 219 cities)	20,816,159
Number of centers open less than 3 sessions weekly (164 cities)	1,318
Total yearly or seasonal attendance (1,041 centers in 122 cities)	2,501,101
Total number of indoor recreation centers (372 cities)	3,639
Total attendance (2771 centers in 262 cities)	23,317,260

Play Streets

Fifteen cities report a total of 77 streets closed for play under leadership. Only 13 of these streets in 4 cities were open in 1935 for the first time. Although comparatively few in number, these play streets serve large numbers of people as indicated by the fact that 9 cities report an average daily attendance of 7,544 participants at 53 centers.

Recreation Facilities

The table which follows indicates the extent to which several types of recreation facilities were made available and used during 1935. The list includes, in addition to the facilities reported in previous years, four new types: archery ranges, bowling greens, horseshoe and shuffle-board courts.

In general, the number of facilities reported and the participation for the year are not widely different from 1934. One exception, however, is in the case of the winter sports facilities, the increase in which reflects their growing popularity. Many new ice skating rinks, ski jumps and toboggan slides were open in 1935 for the first time.

Marked increases are noted in the number of softball diamonds and handball courts. Participation in softball shows a gain which is much greater than the decrease in the reported number using baseball diamonds. The large gain in participants at the bathing beaches is not duplicated at the outdoor swimming pools although reports indicate that the indoor pools were patronized to a much greater extent than in 1934.

Throughout the following table the figures in parentheses indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information relative to participation is given.

Facilities	*Number*	*Participants per season*	*Number open in 1935 for first time*
Archery Ranges	173 (126)	118,985 (66) [94]	33 (28)
Athletic Fields	1,518 (497)	7,991,130 (210) [553]	87 (47)
Baseball Diamonds	3,669 (621)	10,226,325 (287) [1,876]	137 (83)
Bathing Beaches	488 (230)	46,668,249 (113) [237]	21 (16)

Facilities	*Number*	*Participants per season*	*Number open in 1935 for first time*
Bowling Greens	188 (60)	163,337 (30) [119]	13 (8)
Golf Courses (9-hole)	142 (105)	2,052,107 (54) [80]	7 (6)
Golf Courses (18-hole)	190 (121)	4,508,011 (80) [124]	5 (4)
Handball Courts	1,336 (162)	1,349,470 (76) [528]	200 (26)
Horseshoe Courts	6,760 (493)	1,965,557 (257) [3,413]	603 (91)
Ice Skating Areas	2,094 (331)	10,472,853 (151) [904]	257 (56)
Shuffle-board Courts	773 (97)	1,556,135 (56) [542]	155 (28)
Ski Jumps	97 (51)	112,383 (20) [52]	23 (10)
Softball Diamonds	6,896 (616)	9,344,035 (329) [3,470]	525 (126)
Stadiums	136 (108)	2,821,561 (40) [45]	7 (7)
Summer Camps	97 (59)	320,223 (35) [55]	7 (7)
Swimming Pools (indoor)	328 (117)	4,837,120 (71) [216]	12 (5)
Swimming Pools (outdoor)	710 (318)	18,043,870 (180) [423]	37 (33)
Tennis Courts	9,313 (610)	8,013,862 (275) [4,667]	321 (93)
Toboggan Slides	280 (93)	575,476 (48) [156]	20 (15)
Wading Pools	1,181 (360)		77 (36)

Management

The following tables indicate the number of public and private agencies of various types which conducted the recreation facilities and programs appearing in this report. It should be kept in mind that some of the individual agencies serve a number of communities and that in the case of several cities two or more different agencies conducted activities and are therefore included.

There are no striking changes in the following tables showing the forms of recreation administration, as compared with similar tables in the last few years. The decrease in the number of park authorities, however, is an indication that many of them failed to submit reports this year. Playground and recreation departments hold first place among the municipal agencies, followed by the park and school departments.

Municipal

The forms of municipal administration in the cities reporting recreation service in 1935 are summarized as follows:

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Managing Authority	*Number of Agencies*
Playground and Recreation Commissions, Boards and Departments	206
Boards of Education and other School Authorities	183
Park Commissions, Boards, Departments and Committees	182
Mayors, City Councils, City Managers, and Borough Authorities	110
*Municipal Playground Committees, Associations and Advisory Commissions	33
Park and Recreation Commissions, Boards and Departments	21
Departments of Public Works	18
Departments of Public Welfare	11
Departments of Parks and Public Property or Buildings	10
Swimming Pool, Beach and Bath Commissions	5
Golf Commissions	3
Forest Preserve Districts	2
Other Departments	17
Emergency Relief Administrations	8

* These authorities administer recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they are not municipally appointed. Many of these authorities function very much as Recreation Boards and Commissions.

Private

Private organizations maintaining playgrounds, recreation centers or community recreation activities in 1935 are reported as follows:

Managing Authority	*Number of Agencies*
Playground and Recreation Associations, Committees, Councils and Leagues, Community Service Boards, Committees and Associations	46
Community House Organizations, Community and Social Center Boards and Memorial Building Associations	33
Y.M.C.A.'s and Y.W.C.A.'s	17
Civic, Neighborhood and Community Leagues, Clubs and Improvement Associations	12
Park and Playground Trustees	8
Welfare Federations and Associations, Social Service Leagues, Settlements and Child Welfare Organizations	7
American Legion	6
Chambers of Commerce and Commercial Clubs	6
Industrial Plants	6
Parent Teacher Associations	6
American Red Cross	5
Kiwanis Clubs	5
Women's Clubs and other women's organizations	5
Boys' Work Organizations	4
Lions Clubs	3
Rotary Clubs	3
Athletic Clubs	2
Churches	2
Colleges and Universities	2
Men's Clubs and Lodges	2
Miscellaneous	8

Agencies Reporting Full Time Year Round Workers

In the following table are summarized the types of municipal and private agencies reporting one or more recreation workers employed on a full time year round basis during 1935. Since two or more agencies in a number of cities report such workers, it should be kept in mind that the figures indicate agencies rather than cities. Only agencies reporting regular service in 1935 are included.

The tables which follow indicate very little change in the number of agencies of various types which employ full time year round leadership. Except for the playground and recreation departments, and to a much lesser extent, the park departments, comparatively few of the municipal agencies employ recreation workers on this basis.

Municipal

Managing Authority	*Number of Agencies*
Playground and Recreation Commissions, Boards and Departments	115
Park Commissions, Boards, Bureaus and Departments	47
Boards of Education and other School Authorities	23
Park and Recreation Commissions and Departments	10
Municipal Playground Committees, Recreation Associations, etc.	9
Departments of Public Welfare	8
Departments of Parks and Public Property	7
Departments of Public Works	5
City Councils	4
Swimming Pool, Beach and Bath House Commissions	2
Miscellaneous	12

Private

Managing Authority	*Number of Agencies*
Playground and Recreation Associations, Committees, Councils and Community Service Boards	21
Community Building Associations, Community House Boards and Recreation Center Committees	17
Settlements and Neighborhood House Associations, Welfare Federations, etc.	5
Industrial Plants	5
Park and Playground Trustees	4
Churches	2
Miscellaneous	4

Finances

A total of $21,473,186.71 was spent by 767 cities from regular sources, public or private, in 1935. Even though the number of cities reporting was less than in 1934, the amount expended was greater by more than $800,000. *In addition,* expenditures of $79,434.61 were reported from regular funds, largely for maintenance or supplies, in 152 cities with emergency programs only.

The increase in expenditures from regular sources in a year when large emergency funds were available indicates an upward trend which is encouraging. The restoration of budget reductions in the salaries of recreation workers in a number of cities is reflected in the fact that most of the increase in 1935 was for leaders' salaries. This fact may be accounted for in part by the increase, previously recorded, in the number of recreation workers employed on a full time year round basis.

The following table shows the amounts spent from *regular* funds for various purposes in 1935. The figures in parentheses indicate the number of cities reporting.

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	In Cities Reporting Regular Service	*In Cities Reporting Emergency Service Only*	*In All Cities Reporting*
Land, Buildings, Permanent Equipment	$ 2,209,849.25 (305)	$28,688.77 (40)	$ 2,238,538.02 (345)
Upkeep, Supplies and Incidentals	3,242,107.81 (566)	25,489.17 (101)	3,267,596.98 (667)
Salaries and Wages for Leadership	7,050,273.74 (599)	.....	7,050,273.74 (599)
For Other Services	3,616,112.58 (368)	3,255.28 (15)	3,619,367.86 (383)
Total Salaries and Wages	12,416,835.98 (673)	3,255.28 (15)	12,420,091.26 (688)
Total Expenditures for Recreation in 1935	21,473,186.71 (767)	79,434.61 (152)	21,552,621.32 (919)

The following additional expenditures were reported *from emergency funds* in cities carrying on some regular recreation service in 1935. Unlike the regular expenditures, the amounts reported from relief or emergency sources are much less than in 1934, even though the number of cities is approximately the same. Whereas in 1934 a large percentage of the emergency funds were used for land, buildings and permanent equipment, more than half of the total reported spent in 1935 was used to pay the salaries of recreation leaders. These figures indicate that activities programs rather than the construction of facilities received major emphasis in the allocation of emergency funds for recreation in 1935, at least in the 469 cities where some regular funds were also reported.

Land, Buildings, Permanent Equipment	$ 4,949,449.94	(134)
Salaries and Wages for Leadership	5,204,553.39	(376)
Total Expenditures	14,373,231.03	(469)

Sources of Support

The sources from which regular funds were secured for financing community recreation programs and facilities are summarized in the following table. Receipts from fees and charges supplement the sources in 234 cities:

Source of Support	*Number of Cities*
Municipal Funds	682
Municipal and Private Funds	171
Private Funds	133
County Funds	130
Miscellaneous Public and Private Funds	43

The following table indicates the amounts spent from three main sources of income. Of the total amount, the source of which was reported, 82 per cent came from public funds, as compared with nearly 86 per cent in 1934. A corresponding increase in the amount from fees and charges suggests that revenues from income producing facilities were considerably larger in 1935 than the previous year.

	Amount	*Number of Cities*
Municipal and County Funds	$15,509,818.45	594
Fees and Charges	2,734,854.17	234
Private Funds	686,633.11	233

Training Institutes

The necessity of providing supplementary training to employed leaders has become increasingly evident during the last few years when so many emergency workers have been assigned for service with recreation agencies. In order to determine the extent to which training institutes or courses were being held, a number of questions concerning them were included on the Year Book blank. Although the information submitted from some cities was incomplete, the figures indicate that approximately 40 per cent of the employed workers, whether paid from regular or relief funds, received institute training in the cities reporting some regular service.

The table which follows summarizes this institute data. The figures in parentheses indicate the number of cities reporting and the figures in brackets the number of institutes to which the accompanying figures relate.

	Number	*Average Registration*	*Average Class Hours Per Institute*
Institutes for paid workers only	138 (80)	53 [135]	22 [124]
Institutes for volunteer workers only	28 (21)	52 [27]	21 [24]
Institutes for paid and volunteer workers	137 (82)	62 [128]	21 [123]
Total number of institutes for paid and volunteeer workers (147 cities)			303
Total registration at 290 institutes			16,443
Total class hours at 271 institutes			5,843

Special Recreation Activities

The following table shows the comparative extent to which various activities are included in recreation programs and also the number of individuals participating. The number of cities in which these activities are carried on is considerably greater than is indicated in this table because many cities failed to submit this information.

As in the past two years, there has been a marked increase and growth in the number of individuals taking part in art and craft activities, also in the number of cities reporting such activities. An increase has also been noted in the number of individuals participating in winter sports, nature activities, instrumental music, drama tournaments, tennis, horseshoes and basketball. In the cities reporting athletic activities, softball leads, followed by baseball, tennis, horseshoes, volley ball and basketball.

In the table which follows, the figures in parentheses indicate the number of cities reporting the participants.

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Arts and Crafts		
Art Activities for Children	335	90,394 (153)
Art Activities for Adults	163	23,985 (78)
Handcraft for Children	482	438,891 (234)
Handcraft for Adults	233	72,848 (120)
Athletic Activities		
Archery	131	21,406 (66)
Badge Tests (NRA)	84	18,793 (40)
Baseball	630	294,488 (308)
Basketball	505	288,073 (276)
Bowling	89	16,647 (51)
Bowling-on-the-green	62	23,696 (22)

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Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Handball	222	63,009 (90)
Horseshoes	602	377,854 (285)
Soccer	256	36,695 (107)
Softball	643	396,899 (322)
Tennis	615	343,347 (279)
Track and Field	412	286,474 (190)
Volley Ball	511	157,573 (253)
Dancing		
Folk Dancing	327	108,002 (155)
Social Dancing	259	186,725 (126)
Drama		
Drama Tournaments	122	14,364 (66)
Festivals	162	55,896 (55)
Pageants	213	70,153 (99)
Plays	344	46,167 (165)
Puppets and Marionettes	156	13,340 (69)
Music		
Instrumental	287	147,598 (152)
Vocal	264	194,429 (145)
Outing Activities		
Camping	134	13,604 (65)
Gardening	82	6,199 (34)
Hiking	357	76,543 (177)
Nature Activities	208	27,004 (85)
Picnicking	337	347,507 (146)
Water Sports		
Swimming	589	836,996 (236)
Swimming Badge Tests (NRA)	134	29,342 (63)
Winter Sports		
Ice Hockey	156	24,335 (74)
Skating	313	732,672 (120)
Skiing	94	10,642 (37)
Tobogganing	111	233,325 (40)
Miscellaneous Activities		
Circuses	127	30,600 (55)
Community Wide Celebrations	245	188,279 (91)
First Aid Classes	254	22,215 (118)
Forums, Discussion Groups, etc.	124	26,848 (64)
Hobby Clubs or Groups	228	38,711 (100)
Motion Pictures	134	.....
Playground Newspaper	67	2,485 (32)
Safety Activities	220	46,654 (85)
Storytelling	403	177,720 (190)

Tables of Playground and Community Recreation Statistics for 1935 In Cities Conducting Regular Service

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Alabama															
1	Birmingham	260,000	Park and Recreation Board	8	1	6	....	....	.....	.....	10,600.00	.....	10,600.00	57,000.00	M	1
			Tennessee Coal, Iron and Railroad Company[1]	1	....	1	47	....	.....	.....	.....	.....	.....	.....	P	a
	Arizona															
2	Bisbee	14,000	City of Bisbee	1	1	....	....	....	.....	550.00	250.00	.....	250.00	800.00	M	2
			School District No. 2	1	1	....	....	....	.....	1,000.00	700.00	.....	700.00	1,700.00	M	a
3	Douglas	10,000	Recreation Board, Y. M. C. A. and American Legion	....	....	....	....	....	.....	.....	.....	.....	.....	250.00	P	3
4	Phoenix	48,118	Parks, Playgrounds and Recreation Board	11	9	5	6	7	.....	.....	12,920.00	.....	12,920.00	[2]12,920.00	M	4
5	Tucson	35,000	Playground and Recreation Commission	22	8	1	14	23	8,200.00	500.00	.....	.....	4,600.00	13,300.00	M	5
6	Winslow	6,500	City Council and School Board	1	....	....	....	....	1,000.00	100.00	200.00	.....	200.00	1,300.00	M&P	6
	Arkansas															
7	Fayetteville	9,200	Parent Teacher Association and School Board	1	1	....	....	....	.....	150.00	150.00	.....	150.00	300.00	P	7
8	Little Rock	90,000	Recreation Commission	1	....	....	....	....	.....	100.00	300.00	.....	300.00	400.00	P	8
9	Pine Bluff	25,000	Park Commission	2	....	1	30	30	.....	.....	.....	.....	.....	7,000.00	M&P	9
10	Texarkana	35,000	Chamber of Commerce	....	1	....	....	....	.....	115.40	237.50	.....	237.50	352.90	P	10
11	Trumann	2,995	Poinsett Community Club	....	....	....	20	15	.....	.....	.....	.....	.....	5,000.00	P	11
	California															
12	Alameda	40,000	Parks and Playgrounds Department and Golf Course Department	2	7	9	....	....	.....	.....	.....	.....	.....	.....	M	12
13	Albany	15,000	Park, Playground and Planning Commission and Board of Education	3	....	1	5	6	1,600.00	275.00	.....	.....	1,050.00	[4]2,925.00	M	13
14	Alhambra	33,000	Playground and Recreation Commission and Park Department	4	7	1	1	1	1,787.10	.....	.....	.....	.....	15,480.41	M	14
15	Anaheim	12,000	Recreation Commission[5]	3	....	....	....	....	110.00	400.00	400.00	200.00	600.00	1,110.00	M	15
16	Arcadia	6,500	Board of Trustees, School District	1	....	....	....	....	200.00	350.00	150.00	300.00	450.00	1,000.00	M	16
17	Bakersfield	30,000	School Board	7	4	....	....	....	.....	419.66	1,822.00	45.25	1,867.25	2,286.91	M	17
			Recreation Commission	3	....	....	....	....	.....	.....	561.00	.....	561.00	1,397.25	M	a
18	Baldwin Park	5,000	Rotary Club	1	....	....	....	....	.....	.....	250.00	.....	250.00	250.00	M	18
19	Berkeley	83,500	City Recreation Department and Health Education Department, Board of Education	28	10	5	15	29	1,675.90	10,780.04	30,260.58	9,940.74	40,201.32	52,657.26	M	19
20	Beverly Hills	24,000	Playground Department	6	....	1	....	....	15,000.00	.....	.....	.....	.....	19,415.00	M	20
21	Burbank	16,662	City and Board of Education	....	....	....	....	....	.....	.....	.....	.....	.....	5,997.83	M	21
22	Chico	10,000	Board of Recreation	1	....	....	....	....	12,000.00	2,000.00	1,125.00	2,000.00	3,125.00	17,125.00	M	22
23	Chino	3,118	Recreation Association	1	1	....	....	....	13.94	49.46	250.00	.....	250.00	313.40	M&P	23
24	Colusa	2,500	City of Colusa	....	....	....	....	....	.....	.....	.....	.....	.....	725.00	M	24
25	Crockett	5,000	Crockett Club	3	1	3	....	....	.....	.....	.....	.....	.....	.....	P	25
26	Fresno	53,000	Recreation Department	8	10	2	....	....	2,051.12	15,346.00	16,057.00	10,740.00	26,797.00	44,194.12	M	26
27	Fullerton	12,500	Playground Commission	1	....	....	....	....	.....	125.00	275.00	.....	275.00	400.00	M	27
28	Glendale	65,000	City and School District	12	8	....	50	35	.....	1,315.00	5,513.00	155.00	5,668.00	6,983.00	M	28
29	Huntington Beach	4,000	City Council	....	....	....	....	....	5,000.00	1,000.00	.....	1,069.09	1,069.09	7,069.09	M	29
30	Inglewood	22,000	Board of Education	1	....	....	....	....	.....	.....	400.00	400.00	800.00	800.00	M	30
31	Long Beach	145,000	Recreation Commission, Board of Education and City	39	29	38	....	....	8,372.38	26,077.20	.....	.....	79,816.60	[6]114,266.18	M	31
32	Los Angeles	1,294,600	Department of Playground and Recreation	158	88	82	....	....	10,724.98	167,559.54	232,236.55	188,280.85	420,517.40	598,801.92	M	32
			Board of Education	111	116	....	....	....	.....	6,634.00	130,307.00	.....	130,307.00	136,941.00	M	a
			Board of Park Commissioners	....	....	....	....	....	1,959.50	19,776.57	.....	54,197.85	54,197.85	75,933.92	M	b
33	Los Angeles Co.[7]	2,321,634	County Department of Recreation, Camps and Playgrounds	58	3	11	....	....	40,000.00	58,491.89	.....	.....	129,794.77	228,286.66	C	33
34	Manhattan Beach	3,500	City of Manhattan Beach	....	....	....	....	....	.....	705.96	.....	1,792.01	1,792.01	2,497.97	M	34
35	Montebello	6,500	Natatorium Department	4	1	1	1	....	.....	2,700.00	.....	.....	5,150.00	7,850.00	M	35
36	North Fork	800	School Board	....	....	....	1	....	.....	50.00	.....	50.00	50.00	100.00	M&P	36
37	Oakland	284,063	Board of Playground Directors	98	100	29	195	145	2,498.18	70,521.13	108,561.20	72,407.00	180,968.20	253,987.51	M	37
38	Ontario	13,570	Recreation Commission	....	4	....	....	4	.....	.....	60.00	.....	60.00	110.00	M	38
39	Orange	9,000	Recreation Commission	....	4	....	....	....	.....	49.06	250.00	203.00	453.00	502.06	M	39
40	Orange County[9]	120,000	S. E. R. A.	....	....	....	....	....	875.00	1,330.00	.....	280.00	280.00	2,485.00	M	40
41	Pacific Grove	6,000	City Manager and Advisory Recreation Commission	2	1	....	7	....	.....	.....	.....	.....	.....	20,450.00	M	41
42	Palo Alto	15,000	Community Center Commission	5	2	6	60	40	4,418.65	14,122.94	12,486.44	1,740.00	14,226.44	32,768.03	M	42
43	Pasadena	80,000	Department of Recreation, School District[10]	23	36	8	52	605	.....	2,074.10	19,783.29	3,955.86	23,739.15	25,813.25	M	43
			City and Park Department	5	1	6	....	....	1,550.13	29,311.94	.....	.....	68,755.73	99,617.80	M	a
44	Piedmont	10,500	City Council	....	4	1	1	....	2,543.00	2,167.00	3,853.00	450.00	4,303.00	9,013.00	M	44
45	Pomona	25,000	Park and Playground Commission	1	....	1	....	....	.....	1,500.00	1,000.00	.....	1,000.00	2,500.00	M	45
46	Red Bluff	3,517	City of Red Bluff	....	1	....	....	....	.....	325.75	390.00	.....	390.00	715.75	M	46
47	Redlands	14,177	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	2,842.40	M	47
48	Richmond	20,000	School Board	4	2	....	....	....	.....	603.55	5,888.75	.....	5,888.75	6,492.30	M	48
49	Riverside	33,000	Recreation Committee, Park Department	1	1	1	....	....	.....	2,800.00	3,300.00	.....	3,300.00	6,100.00	M	49
50	Roseville	7,000	Recreation Commission	1	....	....	....	....	50.00	.....	250.00	.....	250.00	300.00	M	50
51	Sacramento	104,888	Recreation Department	29	17	15	....	....	7,865.97	46,917.63	34,730.50	35,844.71	70,575.21	125,358.81	M	51
52	San Clemente	1,000	City of San Clemente	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	52
53	San Diego	165,000	Playground and Recreation Department	20	14	13	30	20	6,082.41	.....	29,742.36	.....	29,742.36	70,482.12	M	53
			Park Commission	2	....	2	....	....	.....	.....	.....	.....	.....	25,754.00	M	a
54	San Francisco	717,838	Recreation Commission	188	101	120	3	11	75,280.28	122,505.58	169,936.55	169,297.71	339,234.26	537,020.12	M	54
			Board of Park Commissioners	3	....	3	....	....	2,400.00	35,454.00	.....	.....	140,433.00	178,287.00	M	a
55	San Jose	65,000	Recreation Commission	....	....	....	....	....	.....	.....	.....	.....	.....	3,350.00	M	55
56	San Mateo	16,000	Park Department	1	....	....	....	....	3,500.00	6,500.00	225.00	12,900.00	13,125.00	23,125.00	M	56
57	Santa Ana	34,000	Board of Education	3	1	....	4	2	.....	1,750.00	1,000.00	500.00	1,500.00	3,250.00	M	57

RECREATION STATISTICS FOR 1935

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	39	25	...	...	64	1,090,780	4	55,000	43	288,160	1	18	...	1	2	...	3	109	15	120	189	...	...	.....	75,000.00	75,000.00	F. G. Swaim	1
a	...	...	...	...	...	.....	...	.....	3	5,725	1	18	...	...	...	...	...	1	7	3	...	...	...	...	.....	.....	.....	A. S. Hotchkiss	a
2	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	Ralph L. Motz	2
a	...	3	...	...	3	20,000	...	.....	...	.....	1	1	...	...	...	...	...	1	3	...	...	...	...	.....	.....	.....	R. E. Souers	a
3	...	...	...	...	...	.....	...	.....	...	.....	1	4	...	...	...	...	...	1	2	...	...	...	...	.....	.....	.....	J. E. Carlson, Jr.	3
4	2	4	9	...	15	537,583	...	.....	2	11,560	...	9	...	...	...	...	3	2	7	51	36	...	...	1,543.00	20,000.00	21,543.00	Laura E. Herron	4
5	3	2	11	1	17	63,810	2	42,000	4	13,100	8	5	...	...	1	...	3	5	3	10	10	...	...	1,500.00	.....	9,800.00	Harold A. Patten	5
6	...	1	...	...	1	[3]2,000	...	.....	...	.....	1	1	...	...	...	...	...	2	...	...	...	...	...	5,700.00	.....	5,700.00	Glenn N. Olmsted	6
7	...	1	...	...	1	7,500	...	.....	...	.....	1	1	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Mrs. C. M. Reinoehl	7
8	...	8	...	...	8	38,825	...	.....	...	.....	1	6	...	...	...	1	1	4	...	11	12	...	...	.....	2,170.00	3,250.00	J. W. Matthews	8
9	...	...	...	2	2	50,000	...	.....	5	.....	...	1	...	...	...	...	1	6	1	4	6	...	...	.....	.....	30,000.00	R. J. Rhinehart	9
10	...	9	...	...	9	[3]37,800	...	.....	...	.....	4	9	...	...	...	...	...	4	...	14	28	...	...	.....	2,300.30	2,300.30	Katholeen Gray	10
11	2	...	...	...	2	.....	1	.....	...	.....	1	1	...	...	...	...	...	1	1	...	...	...	...	.....	.....	.....	H. Lewis	11
12	4	...	...	...	4	613,037	2	.....	...	.....	4	3	1	...	1	...	...	10	...	8	9	...	...	.....	.....	.....	Ruth M. Patterson	12
13	5	1	...	1	7	327,500	...	.....	5	10,000	1	2	...	...	...	...	...	8	1	17	11	17	11	.....	12,333.00	12,383.00	Arthur J. Kirkpatrick	13
14	1	...	5	8	14	260,814	2	64,954	1	3,000	1	...	...	...	...	...	2	5	1	32	16	32	16	.....	19,980.00	19,980.00	Mrs. Helen G. Wentworth	14
15	...	6	...	...	6	61,700	...	.....	3	6,900	2	1	...	...	...	...	1	15	1	12	10	...	...	.....	.....	.....	Richard M. Glover	15
16	...	2	...	...	2	20,000	...	.....	...	.....	1	...	...	...	...	...	...	...	...	8	2	...	...	.....	.....	.....	E. E. Westerhouse	16
17	...	4	...	...	4	[3]15,250	...	.....	4	13,461	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Alfred Ames	17
a	...	2	...	...	2	10,117	...	.....	...	.....	...	...	...	...	...	...	...	9	1	3	...	...	...	.....	1,500.00	1,500.00	John L. Compton	a
18	...	1	...	...	1	6,000	...	.....	...	.....	1	...	...	...	...	...	1	3	...	3	3	...	...	.....	360.00	360.00	W. L. Stevens	18
19	22	...	3	1	26	1,448,690	5	19,479	2	15,452	4	5	...	...	...	...	...	24	1	55	25	...	...	30,754.00	.....	114,058.00	Charles H. Davis	19
20	...	...	...	...	...	.....	1	.....	...	.....	2	...	...	...	...	...	1	8	1	...	...	...	...	16,000.00	.....	16,000.00	H. D. McCary	20
21	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	1	...	...	1	...	...	...	...	...	...	.....	.....	.....	Ida Fitzgerald	21
22	4	4	7	...	15	165,000	3	20,000	5	18,000	15	5	...	1	...	1	2	6	1	16	11	5	7	.....	3,500.00	3,500.00	Ralph E. Hensley	22
23	...	2	...	...	2	5,250	...	.....	1	.....	2	2	1	...	...	...	...	4	...	5	3	...	...	.....	500.00	500.00	Levi H. Dickey	23
24	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	1	1	...	...	...	...	...	.....	.....	.....	B. L. McCue	24
25	1	...	...	...	1	[3]50,663	...	.....	...	.....	1	1	...	...	...	...	1	2	1	...	...	...	...	.....	.....	.....	F. J. Kelley	25
26	10	3	...	...	13	914,731	4	15,678	4	42,350	10	10	...	...	...	...	1	15	5	18	18	...	...	7,726.00	6,042.12	13,768.12	Raymond L. Quigley	26
27	...	2	...	...	2	12,000	...	.....	...	.....	...	1	...	...	...	...	...	...	1	4	1	...	...	.....	800.00	800.00	Arthur L. Johnson	27
28	...	1	...	24	25	226,302	2	.....	...	.....	2	...	...	...	...	...	...	19	1	60	40	60	40	.....	45,000.00	45,000.00	William A. Burr	28
29	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	1	...	...	...	...	...	...	...	...	...	.....	.....	.....	C. R. Furr	29
30	...	6	...	...	6	[3]30,050	...	.....	...	.....	...	1	...	...	...	...	...	...	...	13	7	...	...	.....	2,624.00	2,624.00	Lionel De Silva	30
31	12	12	17	...	41	5,543,734	13	735,879	23	247,430	15	4	14	1	1	1	1	10	...	173	77	...	...	.....	130,000.00	130,000.00	Walter L. Scott	31
32	46	...	...	...	46	11,779,670	67	.....	...	.....	16	27	4	...	...	1	19	87	19	274	137	177	88	50,540.00	243,407.00	293,857.00	George J. Hjelte	32
a	120	...	80	...	200	4,415,730	...	.....	14	97,566	42	28	...	...	...	5	1	61	...	94	110	94	110	.....	76,896.00	76,896.00	C. L. Glenn	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	2	...	1	2	...	...	32	4	...	...	...	...	.....	.....	.....	J. J. Hassett	b
33	173	15	7	...	195	8,472,552	...	.....	147	.....	...	...	9	...	...	...	1	...	...	419	138	419	138	.....	425,212.20	425,212.20	James K. Reid	33
34	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	...	4	...	...	...	...	...	.....	.....	.....	Merritt J. Crandall	34
35	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	1	...	...	...	...	.....	.....	.....	Vancil E. Row	35
36	...	...	...	...	...	.....	...	.....	1	7,000	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	R. M. Petersen	36
37	62	...	8	...	70	[2]2,622,961	6	244,000	11	.....	8	12	...	...	1	...	1	56	...	87	115	...	...	.....	19,867.50	149,325.61	R. W. Robertson	37
38	...	8	...	...	8	45,924	...	.....	8	.....	1	...	...	...	...	...	...	4	...	12	3	...	...	100.00	3,000.00	3,100.00	Will J. Schaefer	38
39	...	5	...	...	5	[3]22,475	...	.....	7	5,995	...	...	...	...	...	...	...	...	...	7	...	...	...	.....	600.00	600.00	George C. Sherwood	39
40	...	27	4	...	31	979,109	...	.....	4	3,140	6	3	5	...	...	1	1	30	4	104	34	...	...	.....	30,274.20	30,274.20	Maurice H. Gerard	40
41	...	...	...	7	7	60,000	2	.....	4	.....	3	...	1	1	...	...	1	6	1	15	8	...	...	25,000.00	4,000.00	29,000.00	C. W. Easterbrook	41
42	2	3	...	...	5	84,030	1	135,124	...	.....	...	2	...	...	...	...	...	13	...	32	12	...	...	.....	9,500.00	24,000.00	Phillip A. Brotherton	42
43	11	2	12	...	25	700,384	...	.....	1	11,075	10	12	...	...	...	...	2	58	...	156	55	...	...	.....	49,319.00	72,615.00	Cecil F. Martin	43
a	...	...	...	...	...	.....	...	.....	5	115,000	4	6	...	1	1	...	2	16	2	...	...	...	...	.....	.....	166,965.00	Gilbert L. Skutt	a
44	3	...	...	...	3	61,655	1	10,847	...	.....	...	3	...	...	...	...	...	7	...	8	6	...	...	.....	3,200.00	3,200.00	Mrs. Telura Swim	44
45	2	1	4	...	7	.....	2	.....	1	.....	3	4	...	...	...	...	1	4	...	16	17	16	17	30,000.00	30,000.00	60,000.00	C. Kenneth Smith	45
46	...	...	...	1	1	8,924	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Enville C. Spaulding	46
47	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	1	12	...	...	...	...	...	.....	.....	.....	F. P. Hook	47
48	9	...	...	...	9	178,570	1	4,000	3	13,500	1	4	...	...	...	1	...	2	...	18	2	...	...	.....	2,000.00	2,000.00	Ivan W. Hill	48
49	14	1	2	...	17	565,606	1	16,295	15	125,464	14	1	...	...	...	1	3	...	...	36	15	36	15	.....	34,569.00	34,569.00	H. E. Wilson	49
50	...	3	...	...	3	9,900	...	.....	1	.....	...	...	...	...	...	...	...	...	...	11	5	...	...	.....	1,000.00	1,000.00	R. E. Arp	50
51	6	...	...	6	12	.....	5	90,105	4	.....	13	11	3	1	1	...	1	18	2	21	26	...	...	.....	.....	97,332.51	J. B. Maloney	51
52	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	1	...	...	1	2	...	...	...	...	...	.....	.....	.....	William Holmes	52
53	11	3	1	...	15	1,194,969	5	.....	6	.....	...	7	6	...	...	...	1	29	2	49	23	25	15	.....	22,500.00	30,000.00	W. A. Kearns	53
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	1	1	...	...	6	...	...	...	...	...	.....	.....	.....	W. Allen Terry	a
54	59	...	...	...	59	[11]5,052,943	25	.....	36	172,214	3	13	2	...	...	...	2	54	...	794	462	131	244	.....	92,011.00	411,613.51	Josephine D. Randall	54
a	...	...	...	...	...	.....	...	.....	...	.....	5	17	2	...	3	...	1	57	1	...	...	...	...	61,842.00	.....	61,842.00	B. P. Lamb	a
55	17	3	...	...	20	270,567	1	87,287	8	125,979	...	6	...	...	...	2	...	15	...	84	34	84	34	.....	67,736.23	67,736.23	Cecil M. George	55
56	2	...	6	...	8	.....	...	.....	...	.....	...	2	...	...	1	...	...	3	...	10	2	...	...	3,600.00	.....	6,526.60	E. P. Wilsey	56
57	7	...	10	...	17	149,100	...	.....	6	1,500	2	...	...	...	...	1	...	14	...	20	6	...	...	.....	15,000.00	15,000.00	Charles L. Webber	57

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Calif.—Cont.															
1	Santa Barbara	41,000	Recreation Commission	11	2	....	6	2	1,000.00	1,261.00	.....	.....	7,239.00	9,500.00	M	1
2	Santa Barbara Co.[12]	65,000	County Board of Forestry	....	....	....	....	....	4,021.44	4,651.85	.....	10,146.67	10,146.67	18,819.96	C	2
3	Santa Cruz	14,395	City of Santa Cruz	....	....	....	....	....	.....	.....	.....	.....	.....	519.20	M	3
4	Santa Monica	42,000	School Board	24	13	....	....	....	.....	492.44	4,904.15	.....	4,904.15	5,396.59	M	4
5	So. San Francisco	7,000	School Board	....	3	....	....	....	.....	.....	200.00	.....	200.00	200.00	M	5
6	Stockton	50,000	Recreation Department	11	8	4	....	....	7,270.00	7,426.00	8,127.00	13,481.00	21,608.00	36,304.00	M	6
7	Vallejo	25,000	City of Vallejo	....	1	....	....	....	.....	100.00	500.00	.....	500.00	600.00	M	7
8	Ventura County[13]	58,000	County Schools	1	....	....	....	....	.....	1,600.00	600.00	.....	600.00	2,200.00	C	8
9	Whittier	15,000	Recreation Commission	5	5	....	....	....	.....	400.00	2,050.00	500.00	2,550.00	2,950.00	M	9
	Colorado															
10	Colorado Springs	35,000	Park Commission	1	10	....	....	....	.....	704.55	956.00	632.53	1,588.53	2,293.08	M	10
			Golf Club Commission	1	....	....	....	....	.....	.....	.....	.....	.....	18,147.50	M	a
11	Denver	300,000	Board of Education	29	21	....	....	....	.....	.....	9,361.82	.....	9,361.82	11,887.02	M	11
			Parks Department	15	....	5	....	....	2,000.00	50,000.00	13,350.00	25,000.00	38,350.00	90,350.00	M	a
12	Fort Collins	11,489	Department of Public Works	....	....	....	....	....	.....	2,800.00	.....	4,500.00	4,500.00	7,300.00	M	12
13	Fort Morgan	5,000	Department of Public Works	2	....	....	3	....	.....	.....	.....	.....	.....	2,000.00	M	13
14	Pueblo	60,000	Recreation Commission	29	3	....	1	1	250.00	2,410.03	200.15	.....	200.15	2,860.18	M	14
	Connecticut															
15	Bridgeport	147,300	Board of Recreation	69	7	4	....	....	.....	.....	20,010.00	.....	20,010.00	[2]25,135.00	M	15
16	Bristol	30,000	Recreation Commission	2	6	....	....	....	.....	126.00	874.00	.....	874.00	1,000.00	M	16
17	Darien	10,000	Board of Education	1	....	....	1	....	.....	.....	.....	.....	.....	250.00	P	17
			Park Commission	1	....	....	....	....	150.00	300.00	.....	.....	1,750.00	2,200.00	M&P	a
18	Greenwich	37,000	Recreation Board	55	14	3	8	7	.....	4,709.04	10,366.01	3,040.81	13,406.82	18,115.86	M&P	18
19	Hamden	20,500	Recreation Commission	10	9	....	....	....	.....	450.00	1,488.00	62.00	1,550.00	2,000.00	M	19
20	Hartford	164,000	Recreation Division, Park Department	21	8	8	....	....	20,000.00	1,600.00	30,000.00	.....	30,000.00	51,600.00	M	20
21	Manchester	23,000	Recreation Committee	7	5	2	2	....	500.00	12,015.46	4,676.60	3,176.00	7,852.60	20,368.06	M	21
22	Meriden	39,000	Recreation Commission	9	5	....	....	....	.....	.....	2,263.00	.....	2,263.00	[2]3,608.32	M	22
23	Middletown	23,000	Department of Parks and Playgrounds	9	7	....	....	....	600.00	400.00	3,000.00	2,000.00	5,000.00	6,000.00	M	23
24	New Haven	162,500	Park Commission	12	2	6	25	15	.....	529.73	.....	.....	.....	37,544.07	38,073.80	M	24
			Department of Education	19	51	....	....	....	.....	519.22	6,524.38	2,143.21	8,667.59	9,186.81	M	a
25	Norwich	32,000	Recreation Commission	10	15	....	....	....	.....	2,300.00	2,700.00	.....	2,700.00	5,000.00	M	25
26	Salisbury	2,700	Recreation Committee	1	....	1	3	1	.....	150.00	2,300.00	.....	2,300.00	2,450.00	P	26
27	Seymour	7,000	Playgrounds Association, Inc.	3	1	....	....	....	.....	.....	440.00	.....	440.00	666.00	M&P	27
28	Shelton	10,169	Playground Commission	....	3	....	9	11	.....	.....	.....	.....	.....	1,500.00	M	28
29	Southington	10,000	Recreation Park, Inc. and Y. M. C. A.	1	....	....	....	....	.....	.....	.....	.....	.....	[2]1,800.00	M&P	29
30	Stamford	60,000	Board of Public Recreation	20	17	4	6	1	.....	3,264.53	11,108.42	.....	11,108.42	14,372.95	M	30
			Italian Center, Inc.	1	1	2	13	7	2,845.72	1,151.23	3,274.29	932.48	4,206.77	8,203.72	P	a
31	Stratford	22,000	Sterling Park Trustees	....	3	1	....	....	1,000.00	3,200.00	2,380.00	1,350.00	3,730.00	7,930.00	P	31
32	Torrington	26,000	Recreation Commission	....	1	1	....	28	.....	500.00	1,900.00	765.00	2,665.00	3,165.00	M	32
33	West Haven	25,808	Park Commission	1	1	....	....	....	300.00	250.00	411.00	2,534.00	2,945.00	3,495.00	M	33
34	Willimantic	12,000	Playground Committee	6	2	....	15	15	.....	420.00	640.00	140.00	780.00	1,200.00	P	34
35	Winsted	10,000	Playground Association	....	2	....	....	....	.....	173.84	270.00	478.20	748.20	922.04	M&P	35
	Delaware															
36	Wilmington	106,597	Board of Park Commissioners	28	19	....	....	....	.....	.....	6,577.66	.....	6,577.66	29,363.27	M	36
	Dist. of Col.															
			Department of Playgrounds	125	114	71	....	....	225.00	19,714.00	130,817.00	18,649.00	149,466.00	169,405.00	M	37
			Community Center Department, Public Schools	119	136	14	[15]97	....	.....	11,924.86	.....	.....	75,574.78	87,499.64	M	a
37	Washington	497,000	National Capital Parks, Department of the Interior	....	....	....	....	....	.....	.....	.....	.....	.....	[16]45,487.00	M	b
	Florida															
38	Clearwater	8,000	Department of Public Recreation	1	1	1	3	14	4,000.00	3,000.00	2,200.00	400.00	2,600.00	9,600.00	M	38
39	Coral Gables	7,000	Recreation Department	1	1	2	....	....	.....	.....	.....	.....	.....	11,600.00	M	39
40	Jacksonville	146,300	Playground and Recreation Board	33	5	19	15	6	25,038.27	11,961.45	29,802.00	23,940.00	53,742.00	90,741.72	M	40
41	Lakeland	21,017	Recreation Department	3	2	3	....	1	.....	5,729.65	3,743.87	5,949.00	9,692.87	15,422.52	M	41
42	Miami	110,637	Department of Recreation	11	3	7	....	....	.....	.....	.....	.....	.....	26,300.00	M	42
			Department of Public Service	1	....	1	....	....	1,430.93	6,311.38	2,160.00	10,985.25	13,145.25	20,887.56	M	a
43	Miami Beach	7,500	Recreation Department	4	4	4	....	....	1,500.00	.....	9,140.00	.....	9,140.00	57,640.00	M	43
44	Palatka	6,500	City Commission	2	....	....	....	....	.....	.....	.....	.....	.....	.....	M	44
45	St. Petersburg	48,000	Recreation Bureau	4	6	5	....	....	30,000.00	5,043.51	5,797.25	6,750.00	12,547.25	47,590.76	M	45
			Bureau of Pier and Spa	....	....	....	....	....	.....	.....	.....	.....	15,550.00	33,145.00	M	a
46	Sanford	10,000	City of Sanford	....	....	....	....	....	.....	.....	.....	.....	.....	1,580.93	M	46
47	Sarasota	9,915	City Recreation Committee	2	1	2	....	....	5,242.39	12,000.00	3,530.00	8,372.00	11,902.00	29,144.39	M	47
48	Tampa	101,501	Board of Public Recreation	5	4	8	....	....	.....	8,955.38	14,415.00	.....	14,415.00	23,370.38	M	48
49	West Palm Beach	27,000	Recreation Commission	5	5	....	....	....	.....	.....	3,000.00	2,400.00	5,400.00	[2]5,400.00	M	49
	Georgia															
50	Atlanta	270,366	Park Department	5	....	5	....	....	7,326.88	5,871.46	.....	.....	55,001.24	68,199.58	M	50
51	Columbus	43,331	Department of Recreation	3	7	1	....	....	245.11	807.77	2,692.80	.....	2,692.80	3,745.68	M	51
52	Fitzgerald	7,500	R. R. Y. M. C. A.	....	1	....	....	....	25.00	30.00	75.00	15.00	90.00	145.00	P	52
53	Macon	72,000	Playground Department	1	12	13	....	....	10,763.80	1,903.80	7,430.00	1,140.00	8,570.00	21,237.60	M	53
54	Savannah	8,500	Recreation Commission	3	8	1	12	10	.....	816.43	6,116.25	780.00	6,896.25	7,712.68	M	54
	Idaho															
55	Burley	4,000	City, School District No. 1 and Rotary Club	1	....	....	....	....	.....	150.00	450.00	.....	450.00	600.00	M	55
56	Mullan	1,800	City of Mullan	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	56
	Illinois															
57	Alton	31,154	Playground and Recreation Commission	11	10	2	....	....	.....	7,089.05	8,163.56	4,085.06	12,248.62	19,337.67	M	57
58	Aurora	50,000	Playground Commission[5]	1	22	2	10	....	12,210.44	2,235.00	5,425.00	1,450.00	6,875.00	21,320.44	M	58
59	Berwyn	52,000	Playground and Recreation Commission	8	4	2	....	....	413.84	2,318.91	2,481.75	2,151.50	4,633.25	7,366.00	M	59

ECREATION STATISTICS FOR 1935

e table

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers										Emergency Service							Source of Information	No. of City
																		Paid Leadership				Expenditures				
Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	No. of Men Employed Full Time	No. of Women Employed Full Time	Land, Buildings, Permanent Equipment	Leadership	Total		
3	4	5	1	13	182,739	3	147,290	2	2,627	11	4	2	...	...	...	...	10	2	10	5	...	...	.....	8,121.50	8,121.50	C. C. Christiansen	1
...	...	...	...	...	.....	...	.....	...	.....	...	...	4	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	Frank E. Dunne	2
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	S. A. Evans	3
7	...	4	...	11	[3]408,980	...	.....	20	.....	1	3	...	...	...	...	...	8	...	40	36	...	...	.....	.....	.....	Bess Shirley Davis	4
...	1	...	...	1	[3]1,500	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	A. C. Kleemeyer	5
1	4	2	2	9	272,637	1	28,642	...	.....	2	6	1	1	...	...	1	11	5	6	7	...	...	6,000.00	3,195.60	9,195.60	B. E. Swenson	6
...	1	...	...	1	15,000	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	S. W. Rich	7
...	17	...	...	17	54,480	1	2,000	11	34,734	1	2	...	...	...	...	...	15	...	22	2	...	...	.....	3,307.85	3,307.85	W. K. Cobb	8
...	5	...	...	5	27,000	...	.....	...	.....	...	...	...	...	...	...	1	9	...	10	12	...	...	.....	.....	.....	Wallace Newman	9
...	6	...	...	6	[3]53,500	...	.....	...	.....	...	1	...	...	...	...	1	14	1	...	...	...	...	.....	.....	.....	Humphrey Saunders	10
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	1	...	...	...	...	...	...	...	...	.....	.....	.....	Owen McHugh	a
...	44	...	...	[1]44	691,819	4	.....	...	.....	4	16	...	...	...	...	3	30	12	6	4	...	...	.....	776.07	776.07	Willard N. Greim	11
...	...	...	...	...	.....	10	.....	...	.....	...	22	2	2	2	1	4	65	5	...	...	...	...	.....	.....	.....	W. H. Asmus	a
...	...	...	...	...	.....	...	.....	...	.....	2	2	1	...	...	...	...	6	...	...	...	...	...	.....	.....	.....	D. C. Armitage	12
...	1	...	...	1	.....	...	.....	...	.....	2	...	...	...	...	...	1	2	...	...	...	...	...	.....	.....	.....	Benjamin S. Siebel	13
9	11	7	...	27	100,788	4	63,800	15	131,652	...	1	1	1	...	...	...	1	...	31	15	...	...	1,150.00	19,909.00	21,539.00	Fred W. Huling	14
...	10	...	...	10	[3]137,074	1	2,172	6	7,113	1	17	4	1	1	...	1	24	...	40	34	...	...	.....	9,500.00	9,500.00	R. A. Leckie	15
...	5	...	...	5	[3]20,800	...	.....	...	.....	2	7	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	A. C. Hitchcock	16
...	1	...	...	1	10,000	...	.....	5	5,000	...	3	...	...	...	...	...	...	...	2	...	...	...	.....	1,800.00	1,825.00	Raymond F. Donnell	17
a	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	1,200.00	Walter A. Bates	a
...	15	...	...	15	315,106	4	64,360	30	61,594	...	15	...	...	...	...	...	11	...	8	1	...	...	9,065.50	4,857.73	19,923.23	James S. Stevens	18
...	9	...	...	9	[3]44,970	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Mrs. James Bulger	19
2	8	8	5	23	2,037,842	7	590,634	20	1,725,544	7	32	1	...	2	...	3	36	1	69	30	69	30	99,855.26	48,826.74	150,912.00	James H. Dillon	20
...	2	...	...	2	56,000	2	126,254	...	.....	4	3	...	...	...	1	1	4	...	...	...	...	...	.....	.....	.....	Frank C. Busch	21
...	4	...	...	4	25,000	...	.....	...	.....	3	4	2	...	1	...	...	...	...	...	...	...	...	.....	.....	.....	Oscar L. Dossin	22
...	8	...	...	8	45,000	2	3,500	2	3,200	1	2	1	...	...	...	...	4	...	...	...	...	...	.....	.....	.....	P. M. Kidney	23
...	...	...	12	12	242,950	...	.....	...	.....	4	22	3	...	1	...	2	21	...	17	1	17	1	.....	9,891.02	9,891.02	Harold V. Doheny	24
a	19	26	6	51	202,573	1	6,500	10	83,440	1	...	...	...	...	...	...	...	...	60	12	...	...	.....	5,567.22	6,172.46	Henry J. Schnelle	a
...	11	...	...	11	72,000	...	.....	...	.....	1	4	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Matthew J. Sheridan	25
...	...	...	2	2	[3]1,800	...	.....	3	2,250	...	2	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	W. R. Hemmerly	26
...	1	...	...	1	20,000	...	.....	1	3,500	1	1	...	...	...	...	1	...	1	...	...	...	...	.....	.....	.....	F. B. Towle	27
...	3	...	...	3	12,000	...	.....	...	.....	1	2	...	...	...	...	...	1	...	4	...	...	...	.....	1,700.00	.....	George W. Anger	28
...	...	...	...	...	.....	...	.....	...	.....	1	1	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	B. T. Noble	29
2	6	...	...	8	155,115	1	19,130	10	41,461	1	3	...	...	...	...	...	8	5	1	2	...	...	.....	420.00	420.00	Edward J. Hunt	30
a	...	...	...	...	.....	1	14,000	1	17,220	...	...	...	...	...	...	...	...	...	11	6	...	...	.....	2,870.00	2,870.00	Frank LiVolsi	a
1	...	...	...	1	.....	1	25,000	1	200	...	...	...	...	...	...	...	3	...	1	1	...	...	.....	500.00	500.00	Sterling H. Bunnell	31
...	2	...	...	2	32,000	1	12,000	...	.....	2	1	1	...	...	...	...	...	1	5	4	...	...	.....	720.00	720.00	Rose K. Eagan	32
...	1	...	...	1	[3]9,000	...	.....	...	.....	1	6	2	...	...	...	...	6	...	...	...	...	...	.....	.....	.....	Walter N. Seranton	33
...	4	...	...	4	[3]26,000	...	.....	2	.....	1	1	...	...	...	...	1	...	...	...	...	...	...	.....	.....	400.00	Eric H. Lind	34
...	1	...	...	1	8,505	...	.....	...	.....	1	1	...	...	...	...	1	...	1	...	...	...	...	.....	.....	.....	L. L. Chase	35
1	9	...	10	20	347,932	1	100,541	6	71,228	1	13	...	...	...	...	5	21	6	10	4	...	...	.....	1,680.00	1,680.00	Edward R. Mack	36
36	46	...	9	91	3,614,048	1	10,000	13	15,268	1	4	...	...	...	...	3	4	12	31	51	...	...	.....	13,635.90	52,467.63	Sibyl Baker	37
a	...	...	1	1	1,746	...	.....	76	862,082	3	3	...	...	...	1	...	8	...	45	27	45	27	.....	.....	.....	Mrs. E. K. Peeples	a
b	...	...	...	...	.....	...	.....	...	.....	1	30	...	10	...	...	4	76	2	...	...	...	...	.....	.....	83,971.33	A. Clyde-Burton	b
1	5	...	...	6	95,000	3	100,000	...	.....	3	2	1	...	1	...	...	8	...	5	1	...	...	28,000.00	500.00	28,600.00	R. B. Van Fleet	38
...	1	...	...	1	7,500	...	.....	...	.....	...	...	...	1	...	...	1	4	...	...	...	...	...	.....	.....	.....	E. M. Williams	39
13	...	...	...	13	384,397	2	25,098	6	13,248	2	8	...	...	...	...	2	19	...	...	...	...	...	5,680.40	.....	5,680.40	Joseph E. Byrnes	40
6	1	8	...	15	111,312	2	20,272	1	26,000	1	1	...	...	1	...	...	8	...	1	...	1	...	.....	1,500.00	1,500.00	W. W. Alderman	41
4	...	...	3	7	.....	4	.....	...	.....	6	5	...	...	...	...	...	31	...	...	...	...	...	.....	.....	.....	E. E. Seiler	42
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	1	...	...	...	...	...	...	...	...	.....	.....	.....	William Sydow	a
2	...	...	...	2	.....	1	.....	...	.....	...	1	1	...	1	...	...	14	...	1	...	...	...	.....	450.00	450.00	J. B. Lemon	43
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	1	...	1	...	...	...	...	...	...	.....	.....	.....	G. D. Bogue	44
...	5	15	...	20	103,879	11	497,371	4	63,068	...	2	...	...	...	...	...	11	...	6	4	...	...	.....	1,160.00	1,160.00	P. V. Gahan	45
a	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	1	...	...	...	...	...	...	...	.....	.....	.....		a
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	...	1	...	...	3	...	...	...	...	...	490.35	.....	490.35	James Moughton	46
...	...	...	...	...	.....	2	5,000	...	.....	...	2	...	...	1	...	...	2	...	...	...	...	...	.....	.....	.....	J. E. Richards	47
11	...	...	...	11	275,550	3	.....	...	.....	2	8	...	1	...	...	...	14	...	32	43	...	...	.....	5,000.00	5,000.00	Nash Higgins	48
8	...	...	6	14	745,000	6	.....	2	25,000	2	2	1	...	[1]71	...	...	12	...	1	10	...	...	.....	3,707.20	3,707.20	Arthur C. Black	49
...	...	...	...	...	.....	...	.....	...	.....	3	13	...	4	1	...	6	77	4	...	...	...	...	.....	.....	.....	George I. Simons	50
...	...	...	6	6	197,652	...	.....	4	4,374	1	5	...	...	...	...	...	12	...	3	2	...	...	.....	280.00	780.00	Edwina Wood	51
...	1	...	...	1	3,500	...	.....	...	.....	...	1	...	...	...	...	...	3	1	...	...	...	...	.....	.....	.....	Mrs. E. A. Russell	52
11	...	...	...	11	300,127	...	.....	...	.....	...	6	...	...	...	...	...	19	5	12	9	...	...	22,344.00	1,044.00	23,388.00	Mrs. Wilma E. Beggs	53
12	...	...	...	12	449,504	...	.....	3	14,850	...	3	...	...	...	...	...	4	...	8	4	4	2	.....	3,000.00	3,000.00	H. S. Bounds	54
1	...	...	...	1	4,000	...	.....	2	.....	2	1	1	...	...	...	...	2	...	1	...	1	...	.....	75.00	75.00	George E. Denman	55
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	1	...	...	1	...	...	...	...	...	...	.....	.....	.....	J. W. Hutchins	56
...	8	...	...	8	[3]167,398	2	9,347	5	6,439	...	4	...	1	...	...	...	...	1	1	...	1	...	.....	913.00	4,721.40	Russell J. Doval	57
1	6	...	...	7	.....	1	.....	...	.....	...	3	...	...	1	...	5	14	3	...	...	...	...	.....	.....	.....	Russell Perry	58
...	3	...	...	3	21,160	...	.....	2	10,000	...	4	...	...	...	...	...	...	3	...	...	...	...	.....	.....	.....	Joseph J. Urbanek, Jr.	59

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women			For Leadership	Other Services	Total			
	Ill.—Cont.															
1	Bloomington	30,100	Recreation Commission	9	5	....	4	3	.....	.....	1,000.00	.....	1,000.00	1,000.00	M	
2	Blue Island	16,000	Playground and Recreation Commission	1	....	1	....	....	300.00	.....	830.00	.....	830.00	1,200.00	M	
3	Canton	11,700	Park District	2	1	....	....	....	.....	691.37	.....	.....	1,177.49	1,868.86	M	
4	Centralia	12,583	Department of Recreation	4	5	1	8	10	200.00	943.96	3,111.38	200.00	3,311.38	4,455.34	M	
5	Champaign-Urbana	35,000	W. P. A.	....	....	....	....	....	.....	.....	.....	.....	923.08	1,053.91	P	
			Park District	453	171	264	....	....	.....	195,783.00	1,262,146.70	.....	1,262,146.70	[18]1,457,929.70	M	
			Bureau of Parks, Recreation and Aviation	34	18	52	....	....	32,535.00	25,400.00	110,921.81	70,207.00	181,128.81	239,063.81	M	
6	Chicago	3,500,000	Bureau of Recreation, Board of Education	61	60	121	....	....	100,415.00	67,840.00	263,271.49	150,093.58	413,365.07	581,620.07	M	
			Recreation Commission[19]	3	....	1	....	....	.....	.....	.....	.....	.....	15,000.00	M	
			Fuller Park Community Council, and W. P. A.	8	5	....	....	....	.....	.....	1,340.00	.....	1,340.00	1,340.00	P	
7	Cicero	66,660	Park District	.....	.....	.....	5	....	.....	.....	.....	.....	.....	[2]500.00	P	
8	Cook County[20]	4,000,000	Forest Preserve District of Cook Co.	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	C	
9	Decatur	57,500	Community Recreation Association	20	13	3	....	....	.....	600.00	2,840.00	120.00	2,960.00	3,560.00	P	
10	Dixon	12,000	Park Board	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	M	1
11	Dupo	2,100	Recreation Commission	.....	1	....	8	....	45.00	100.00	180.00	150.00	330.00	475.00	P	1
12	Elgin	36,000	Y. M. C. A. and P. T. A.	8	2	....	38	23	.....	.....	.....	.....	.....	400.00	P	1
13	Elmhurst	15,000	Park District	2	....	....	....	....	.....	.....	.....	.....	.....	.....	M	1
14	Evanston	64,000	Park and Playground Committee, City Council	31	12	4	17	11	880.00	2,210.00	8,935.00	4,275.00	13,210.00	16,300.00	M	1
			School Board, District No. 75	1	11	....	....	....	.....	.....	500.00	.....	500.00	500.00	M	
15	Freeport	24,000	Park District	9	1	....	....	....	3,000.00	.....	.....	.....	.....	8,500.00	M	1
16	Galesburg	30,000	Park Board	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	M	1
17	Glencoe	6,500	Municipal Playground Committee	1	....	....	....	....	.....	4,859.00	1,920.00	7,036.00	8,956.00	13,815.00	M	1
18	Granite City	26,000	Park District	1	....	....	6	1	.....	.....	.....	.....	.....	.....	M	1
19	Highland Park	12,000	Community Service, Inc.	4	....	....	4	4	.....	800.00	2,600.00	.....	2,600.00	3,400.00	P	1
			East Park District	3	3	....	7	6	.....	.....	.....	.....	.....	16,998.78	M	
20	Joliet	70,000	Bureau of Recreation	1	....	1	21	....	.....	600.00	2,400.00	.....	2,400.00	3,000.00	M	2
21	La Grange	10,100	Civic Club	1	2	....	3	4	.....	200.00	350.00	.....	350.00	550.00	P	2
22	Lake Forest	7,000	Park Board	2	2	....	....	....	3,200.00	500.00	2,340.00	10,000.00	12,340.00	16,040.00	M	2
23	La Salle, Peru and Oglesby	27,000	La Salle-Peru Township Social Center	19	3	....	....	....	.....	3,400.00	3,306.00	2,892.00	6,198.00	9,598.00	M	2
24	Lawrenceville	6,200	City of Lawrenceville and Softball Association	1	....	....	6	3	.....	240.00	100.00	.....	100.00	340.00	M&P	2
25	Lincoln	13,000	School Board	1	....	....	....	....	.....	20.00	150.00	.....	150.00	170.00	M	2
26	Maywood	28,000	Playground and Recreation Board	1	5	1	....	....	.....	2,710.15	3,426.96	790.00	4,216.96	6,927.11	M	2
27	Moline	35,000	Council of Recreational Committee	2	21	....	....	....	.....	500.00	1,300.00	.....	1,300.00	1,800.00	M	2
28	Naperville	5,118	City Council and Y. M. C. A.	4	5	....	....	....	27,400.44	.....	.....	.....	.....	33,943.94	M	2
29	Oak Park	68,000	Playground Board	5	5	5	....	....	.....	9,147.34	8,543.50	13,300.38	21,843.88	30,991.22	M	2
30	Park Ridge	12,000	Board of Education and W. P. A.	1	2	....	....	....	.....	.....	.....	.....	.....	.....	M	3
31	Peoria	105,000	Pleasure Driveway and Park District	3	2	5	....	....	9,500.00	28,000.00	8,000.00	25,000.00	33,000.00	70,500.00	M	3
32	River Forest	10,000	Playground and Recreation Board	1	1	1	....	....	67.32	1,194.03	3,040.00	.....	3,040.00	4,301.35	M	3
33	Rockford	85,864	Park District	7	9	....	....	....	1,900.00	.....	2,435.18	.....	2,435.18	23,923.27	M	3
			Booker Washington Comm'ty Center[21]	.....	1	1	3	3	.....	896.44	1,200.00	200.00	1,400.00	2,296.44	P	
34	Rock Island	38,500	Playground and Recreation Commission	16	4	1	....	1	.....	1,376.05	3,035.79	593.23	3,629.02	5,005.07	M	3
35	Roxana	1,100	Village of Roxana	1	1	....	....	....	.....	275.00	300.00	.....	300.00	575.00	M	3
36	St. Charles	5,400	Henry Rockwell Baker Memorial Community Center Board	3	1	....	3	8	.....	2,421.26	.....	.....	3,510.98	5,932.24	P	3
37	Springfield	85,000	Playground and Recreation Commission	15	27	5	....	....	.....	7,376.95	18,040.00	.....	18,040.00	25,416.95	M	3
38	Sullivan	2,350	Wyman Park Board	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	M	3
39	Sycamore	4,000	Community Center Association	2	1	....	....	....	.....	.....	.....	.....	.....	4,275.80	P	3
			Park District	1	....	....	....	....	18,667.87	536.79	.....	.....	.....	25,088.96	M	
40	Urbana	15,000	Park District	.....	.....	.....	....	....	.....	.....	.....	.....	.....	5,000.00	M	4
41	Waukegan	35,000	City Alderman	12	8	....	....	....	1,600.00	1,200.00	2,600.00	.....	2,600.00	5,400.00	M	4
42	Wheaton	7,500	Park District	1	3	....	2	2	.....	100.00	600.00	3,000.00	3,600.00	3,700.00	M	4
43	Wilmette	17,000	Playground and Recreation Board	3	1	1	....	....	73.30	1,185.24	7,489.51	.....	7,489.51	8,748.05	M	4
44	Winnetka	13,000	Board of Governors, Community House, Inc.	3	1	4	120	130	.....	9,000.00	10,500.00	4,000.00	14,500.00	23,500.00	P	4
			Park District	.....	.....	.....	....	....	.....	.....	.....	.....	.....	20,805.03	M	
45	Wood River	8,200	Recreation Board	.....	.....	.....	....	....	.....	2,553.24	.....	.....	2,805.05	5,358.29	M	4
	Indiana															
46	Anderson	46,000	Board of Park Commissioners, W. P. A. and Negro Welfare Association	8	7	....	14	11	2,500.00	10,401.00	6,100.00	8,500.00	14,600.00	27,501.00	M	4
47	Bedford	9,000	Recreation Commission[23]	.....	.....	.....	....	....	.....	400.00	.....	.....	.....	1,334.00	M	4
48	Brazil	9,000	Recreation Board	1	1	....	....	....	.....	126.20	210.00	.....	210.00	336.20	M	4
49	Brownstown	1,754	Park Board	1	....	....	2	....	200.00	.....	250.00	.....	250.00	450.00	P	4
50	Columbus	10,000	Recreation Commission	6	4	2	3	1	1,678.66	.....	4,754.19	.....	4,754.19	6,864.59	M&P	5
51	Decatur	5,156	City of Decatur	5	1	....	....	....	.....	.....	700.00	1,480.00	2,180.00	2,180.00	M	5
52	East Chicago	54,500	Department of Municipal Recreation, Board of Park Commissioners	7	1	2	....	....	12,000.00	.....	4,216.00	.....	4,216.00	19,406.00	M	5
53	Elwood	12,000	City of Elwood and W. P. A.	2	....	....	4	1	350.00	125.00	240.00	600.00	840.00	1,315.00	M	5
54	Evansville	103,000	Recreation Department, Park Board	28	21	2	....	....	2,978.81	4,780.03	6,234.95	5,914.66	12,149.61	19,908.45	M	5
55	Fort Wayne	118,000	Board of Park Commissioners	14	25	....	....	....	1,454.70	.....	6,772.00	.....	6,772.00	18,934.84	M	5
			The Wheatley Social Center[21]	3	3	6	2	2	700.00	1,200.00	5,115.00	800.00	5,915.00	7,815.00	P	
56	Huntingburg	3,440	Recreation Commission and School Board	1	....	....	....	....	.....	25.00	225.00	.....	225.00	250.00	M&P	5
57	Indianapolis	400,000	Recreation Department, Park Board	27	28	4	....	....	1,431.63	18,083.14	23,389.63	20,652.33	44,041.96	[26]3,556.73	M	5
58	Jeffersonville	12,000	Recreation Board	1	....	....	....	....	300.00	425.00	475.00	.....	475.00	1,200.00	M	5
59	LaFayette	32,000	Department of Recreation	2	4	1	11	3	2,300.10	617.12	1,400.00	400.00	1,800.00	4,717.22	M	5
60	La Porte	15,755	Board of Education	3	5	....	....	....	.....	.....	2,300.00	.....	2,300.00	2,300.00	M	6
			Civic Auditorium Advisory Board	1	1	1	....	1	.....	4,460.00	3,000.00	4,350.00	7,350.00	11,810.00	M	
61	Mentone	704	Lions Club	.....	.....	.....	1	....	.....	.....	.....	.....	.....	.....	P	6

ECREATION STATISTICS FOR 1935

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	Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service						Source of Information	No. of City
																				Paid Leadership				Expenditures				
	Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance										Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
		5			5	13,400					2	2						13	2								Joe Baker	1
	3				3				4	7,386		3						2		19	4			150.00		4,150.00	Jessie M. Piper	2
											1	2					1	8	1								L. H. Gillet	3
				7	7	42,630	3	35,910			2	2	1					5	1	7	5				2,800.00	3,090.00	Edgar A. Drake	4
		5			5	42,000	3		3		5		1			2	1	6		22	23				6,964.89	9,101.43	Guy F. Ware	5
				185	185	4,017,821	82	16,360,083			22	110	15	5	2	7	40	605	68	2170	930	48	38		382,500.00	382,500.00	V. K. Brown	6
	35				35	[3]6,079,836					11	16	3			3		40	10								Theodore A. Gross	a
	61				61	8,639,392					2	14							3	[15]						190,000.00	Herman J. Fischer	b
																				1403						652,439.81	Edward L. Burchard	c
	1			3	4	10,850			10	35,480										23	21	3	3		6,780.00	11,814.00	Bernardine H. Kern	d
		5		1	6	87,500	2	50,000	1	3,500	1	3				1	1		1	11	2	2	2			3,500.00	Thomas Stachowiak	7
												35	5	1	4		3	5	1								John B. Morrill	8
		9			9	105,000	1	20,800	5	4,800		13						14	2	9	9				4,700.00	5,700.00	Charles K. Brightbill	9
													1					2									Esther Barton	10
	2				2	4,701	1		1		1	1						2		8	4	8	4		1,380.00	1,738.00	Mrs. Eva G. Wright	11
		10			10	[3]14,900						10															E. E. Armstrong	12
				4	4	[3]20,000					2							7	2								O. V. Morgan	13
	3	7			10	213,853	2	50,222	21	244,130		3	7					16		33	15				11,913.28	18,647.19	Charles T. Byrnes	14
				9	9																						Elnora Smith	a
				3	3		1					5					2	14								2,000.00	Charles Demeter	15
												4	1		1			8	2								D. C. Bunker	16
															1												J. A. Williams	17
												2					1	4									R. E. Frohardt	18
							1	5,000	3	3,600																	George Scheuchenpflug	19
	1	4			5	24,000						1	2		1			5	1									a
									6	30,350	1	8						23	1								P. H. Slocum	20
		4			4	15,900			2		3	1						4									Robert O. Sedgwick	21
		2			2	50,000					2	2	1		1			6						7,000.00		7,000.00	R. H. Peters	22
			1		1	45,753			1	112,682	1	1				1	1	3		2	1				530.22	530.22	Howard Fellows	23
		1			1	[3]4,500			1	4,500	1							1	1								Anson O. Courter	24
			1		1						1	3						2									D. F. Nickols	25
		5			5	58,190			5	10,978		2						8	1								John S. Ludlam	26
		5			5	40,186			5	20,186	1	1						10	3								Lillian Teale	27
		3			3								1														Oliver Strubler and C. J. Stoakes	28
	5				5	818,883	5				5	1						9	5	23	7					32,000.00	Josephine Blackstock	29
																				2	2						Alvin L. Lyons	30
							1				2	6			3		4	17	2					3,000.00		3,000.00	E. L. Peterson	31
		1			1	65,000	1	9,000	4	10,000	1	3						6		3	1						William C. Ladwig	32
		7			7	193,812					1	16		1	2		2	47	10								H. E. Folgate	33
		1			1	14,400	1	9,600												1	3				927.00	1,273.00	Lela Robinson	a
		4			4	[3]63,886			5		1	1						13	3		12				450.00	450.00	M. H. Hodge	34
		1			1	[3]3,750			1	1,000	1	1						1									W. C. Redd	35
							1	75,606								1											Robert F. Munn	36
		22		2	24	199,900	9	66,090	4	10,193		9	1	[2]2	[2]1	4	[2]2	[2]38	[2]4	37	8			1,100.00	8,662.00	9,762.00	John E. MacWherter	37
																	1										J. E. Martin	38
							1		2											5							Jeannette Bollinger	39
		1			1	20,000						1			1		1	2	1								S. M. Henderson	a
																	1										W. C. Noel	40
		8			8	32,080					1	6	2					12	1					3,000.00		3,000.00	A. G. Grosche	41
		1			1	[3]10,000						1					1	6									J. L. D. Langan	42
		1			1	[3]13,045			2	25,000	2	1						2	1								Daniel M. Davis	43
				1	1		1	250,000			1																George C. Getgood	44
												1	3		1			4									H. L. Woolhiser	a
																	1										Merle W. Manley	45
		6		8	14	374,431	1	11,780	11	28,050	3	6			1		1	7	5	23	11	18	8		12,700.00	34,020.00	E. J. Ronsheim	46
		4			4		1	42,000	1	4,800	4	2					1	5	1								James J. Crossett	47
		4			4	27,000					1	1						4	1	7					1,200.00	1,200.00	E. A. Brundehler	48
		1			1	[3]4,500					1	1						1									Robert Akers	49
		4			4	29,805	1	37,489			2	3				1	1	4	1								Walter M. Hall	50
	4		5		9				6	2,000	2	1					1	6	1	11							A. R. Holthouse	51
	4	13		6	23	81,546	3	5,300	14	141,872	4	7	1	1		2	1	24	5	16	21	16	21		12,051.00	12,051.00	John L. DeJong	52
		4			4	47,000	1	22,000			1	1						4	1	9	4	9	4		2,400.00	5,500.00	Eric E. Cox	53
		11			11	280,000	1	10,000	23	22,012	3				1		5	25	2	125	25	10	10	1,000.00	30,000.00	96,000.00	James R. Newcom	54
		15			15	[3]197,142						7			1		[24]2	56	2								Cecelia Welch and Carrie A. Snively	55
		1			1	24,063	2	53,103			1	1						1	1	1	2	1	2		600.00	1,100.00	E. J. Unthank	a
		2			2	4,500					1	1							1								J. Glen Bretz	56
		38			38	[3]727,426	8	243,491			1	21	1	2	4		5	74	2								H. W. Middlesworth	57
		3			3	153,500						2							1	2	6				990.00	4,990.00	S. Harlan Vogt	58
	1	7		2	10	286,000			1	15,600		3						5	2	16	6	16	1		6,310.00	9,910.00	Paul A. Hammel	59
		4	3		7	68,558						5						12	1								Mabel Foor Lutman	60
		1			1		1																				William A. Goering	a
		1		1	2	1,800			1	1,400		1					1	1									Hardy R. Songer	61

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
1	Michigan City	30,000	City of Michigan City	1						174.00	500.00	270.00	770.00	944.00	M	1
2	Mishawaka	29,000	Park Department and W. P. A.	10	10		2	3		800.00	1,200.00	3,000.00	4,200.00	5,000.00	M	2
3	Mitchell	3,260	Recreation Committee	1	2				25.00	175.00	600.00		600.00	800.00	P	3
4	Muncie	45,000	School Board and City	1			1	1		325.00	1,275.00		1,275.00	7,600.00	M	4
5	New Haven	1,710	Town of New Haven				3							330.00	M	5
6	Pendleton	1,538	Park Board							1,651.20		1,751.20	1,751.20	3,402.40	M	6
7	Plymouth	5,500	Park Board	1			4				600.00		600.00	1,500.00	M	7
8	Richmond	30,000	School Board	5	3						1,200.00	300.00	1,500.00	1,500.00	M	8
			Townsend Community Center[21]		1	1	4	8	700.00		1,200.00		1,200.00	4,069.00	P	
9	Seymour	7,508	Civic Organizations	3	3				1,000.00	500.00	1,260.00		1,260.00	2,760.00	P	9
10	Shelbyville	10,860	American Legion, Victory Post No. 70							222.94		899.50	899.50	1,122.44	P	10
11	South Bend	104,000	Board of Park Commissioners	4		2			39,990.48	26,491.76	5,000.00	13,921.25	18,921.25	85,403.49	M	11
12	Speed	600	Louisville Cement Corporation	1	1	2									P	12
13	Summitville	1,000	Town Board and W. P. A.	1											M	13
14	Wabash	8,895	Community Service Board	1					275.00	840.00	600.00		600.00	1,715.00	M&P	14
15	Whiting	20,000	Community Service	3	1	4				12,000.00	8,000.00	11,000.00	19,000.00	31,000.00	P	15
			Park Board											2,000.00	M	
	Iowa															
16	Algona	4,000	Public Park Board and City Council	1						100.00	400.00		400.00	4,000.00	M	16
17	Boone	11,886	City of Boone	1				8			150.00		150.00	3,033.83	M	17
18	Cedar Rapids	58,500	Playground Commission	3	4	4	15	28	200.00	1,562.02	4,914.00	975.25	5,889.25	7,651.27	M	18
			Department of Parks and Public Property	3	2								6,000.00	8,487.00	M	
19	Clinton	27,265	Park Board												M	19
20	Council Bluffs	42,048	Board of Park Commissioners	3	1		1		600.00	3,800.00	2,000.00	5,200.00	7,200.00	11,600.00	M	20
21	Davenport	60,751	Recreation Commission	9	6					4,205.50	3,794.50		3,794.50	8,000.00	M	21
			Board of Park Commissioners						3,212.97	6,243.59		23,676.39	23,676.39	33,132.95	M	
22	Denison	4,000	Park Commission, Fire Department and American Legion	2											M&P	22
23	Des Moines	146,000	Playground and Recreation Commission	24	22	3								16,973.00	M	
			Park Board						8,267.27	6,702.30		20,291.19	20,291.19	35,260.76	M	
24	Dubuque	41,238	Recreation Commission	15	12	1	6	2		5,654.00	5,500.00	425.00	5,925.00	11,579.00	M	
25	Duncombe	400	School Board				3	2		50.00				50.00	M	
26	Estherville	5,200	Park Committee, City Council	2						175.00			705.00	880.00	M	
27	Grinnell	5,000	Grinnell College	1						50.00	150.00	100.00	250.00	300.00	P	
28	Iowa City	15,342	Recreation Board		1	1	4	10	1,065.00	459.42	945.00		945.00	2,469.42	P	
29	Knoxville	4,600	Recreation Commission	1							160.00		160.00	160.00	M	
30	Mason City	23.000	Y. M. C. A. and Y. W. C. A.	2	1		10	8						1,000.00	P	
			City of Ottumwa	3	1									2,000.00	M	
31	Ottumwa	30,000	School Board	1							200.00	25.00	225.00	225.00	P	31
32	Sioux City	79,183	School Board	36	31	2				3,423.56	9,692.40	2,927.25	12,619.65	16,043.21	M	32
33	Waterloo	46,000	Playground Commission	6	5		8	8		1,000.00	2,200.00	300.00	2,500.00	3,500.00	M	33
	Kansas															
34	Arkansas City	12,756	City of Arkansas City	1			1[53]							[25]600.00	M	34
35	Ellsworth	2,070	City of Ellsworth	1			1			100.45	228.00		228.00	328.45	M	35
36	Kansas City	120,000	Department of Streets, Parks and Recreation	7	5				1,750.00	7,146.00	2,250.00	150.00	2,400.00	11,296.00	M	36
37	Manhattan	10,537	City Commission and School Board	2			3	1						600.00	M	37
38	Newton	12,000	City Manager						7,000.00	1,000.00		2,000.00	2,000.00	10,000.00	M	38
39	Topeka	65,000	Board of Education	19	20		8	10		635.94	4,217.25	476.02	4,693.27	5,329.21	M	39
40	Wichita	114,000	Board of Park Commissioners	6	4				15,000.00				15,000.00	[27]30,000.00	M	40
	Kentucky															
41	Bardstown	3,000	Public Schools and City Clubs	1							200.00		200.00	260.00	M&P	41
42	Berea	3,000	Woman's Club	4	3		2	3	100.00		190.00	50.00	240.00	340.00	P	42
43	Jefferson County[28]	355,350	Division of Recreation, County Department of Welfare		1	1				322.01	1,668.67	270.75	1,939.42	2,261.43	M	43
44	Lexington	45,736	Playground and Recreation Department	19	10	2			12,423.42	1,882.00	5,990.00		5,990.00	20,295.42	M	44
45	Louisville	320,000	Division of Recreation, Department of Welfare and Board of Park Commissioners	26	20	26	24	20		14,279.45	46,076.50		46,076.50	[26]60,355.95	M	45
46	Newport	30,000	Playground Committee, Community Service	1	10					200.00	1,710.00		1,710.00	1,910.00	M	46
47	Russell	2,400	Community Work Committee, Y. M. C. A.	2	1					107.36	300.00	71.58	371.58	478.94	P	47
	Louisiana															
48	Alexandria	35,000	Playground Comrades International	1				20		65.00				65.00	P	48
49	Donaldsonville	4,000	Improved Order of Red Men							300.00			200.00	500.00	P	49
50	Lafayette	16,500	Recreation Commission	1		1	1	3	10,359.40	21.21	1,500.00		1,500.00	11,880.61	M&P	50
51	Monroe	26,028	Recreation Board		1	1		3	300.00		1,800.00		1,800.00	2,369.68	M	51
52	New Orleans	500,000	Playground Community Service Commission	5	18	23			20,000.00	4,005.31	19,725.04		19,725.04	43,730.35	M&P	52
			City Park Improvement Association												M&P	
			Audubon Park Commission	1										18,431.69	M	
			Council of Social Agencies[21]	2	1		35	35	67.37	224.68	648.31		648.31	940.36	P	
53	Pineville	3,875	Playground Comrades International	1			1	3			100.00	400.00	500.00	500.00	P	53
54	Shreveport	85,000	Parks Commission	2	1	1			916.00	758.00	2,000.00	4,000.00	6,000.00	7,674.00	M	54
	Maine															
55	Augusta	18,000	Recreation Commission	1			3	3		500.00	300.00		300.00	800.00	M	55
56	Belfast	5,000	Planning Board							309.42		390.58	390.58	700.00	M	56

ne table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Expenditures: No. of Men Employed Full Time	No. of Women Employed Full Time	Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	...	1	...	...	1	16,000	...	...	...	...	...	...	1	...	...	...	...	6	...	...	...	...	...	...	...	...	Edward L. McComb	1
2	...	7	...	...	7	100,000	1	72,000	...	...	...	2	...	1	...	...	...	6	...	11	8	11	8	30,000.00	15,000.00	51,000.00	Thurl C. Rhodes	2
3	...	2	...	...	2	6,200	...	...	2	600	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ralph J. Rea	3
4	3	3	14	8	28	[3]$164,561	...	...	15	...	4	2	...	...	...	2	1	...	3	17	7	...	...	8,000.00	4,500.00	12,500.00	Walter H. Fisher	4
5	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	V. C. Tustison	5
6	...	...	...	...	...	...	...	...	...	...	1	2	...	...	...	...	1	1	1	...	...	...	...	...	...	...	J. H. Walker	6
7	...	1	...	...	1	10,000	...	...	...	...	...	2	...	...	...	...	...	4	...	1	...	...	...	...	500.00	500.00	A. F. Becknell	7
8	...	6	...	...	6	48,068	...	...	...	...	2	3	...	...	...	...	...	...	...	3	5	...	...	...	576.00	576.00	L. H. Lyboult	8
a							1	22,000												1	4						Julia Wrenn Partner	a
9	...	4	...	2	6	15,000	1	...	...	...	1	1	1	...	...	...	...	6	...	...	...	...	...	...	...	...	N. J. Lasher	9
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	Martin Luther	10
11	1	8	...	...	9	304,434	2	108,140	...	...	...	8	...	1	1	1	...	28	5	6	4	6	4	40,000 00	3,000.00	58,000.00	Gilfred Burdick	11
12	1	...	...	...	1	...	1	...	...	...	1	1	...	1	...	...	1	1	...	...	2	...	2	...	...	...	Jesse G. Dorsey	12
13	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	6	...	...	...	...	1,000.00	1,000.00	W. P. A.	13
14	...	...	...	...	...	...	1	38,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	760.00	...	1,362.00	W. C. Mills	14
15	...	6	...	1	7	90,000	1	300,000	1	16,888	1	2	...	...	...	1	...	10	...	12	7	8	6	...	6,500.00	6,500.00	John Sharp and John Reguly	15
a													1														James McNamara	a
16	...	1	...	...	1	5,000	...	...	...	...	1	...	...	...	...	...	1	4	1	...	...	...	...	...	...	...	M. P. Weaver	16
17	...	7	...	...	7	7,765	...	...	...	...	...	1	...	...	...	...	1	4	1	4	3	...	...	...	...	...	J. E. Irwin	17
18	...	8	...	...	8	97,378	...	...	20	22,110	...	2	...	...	...	...	...	...	3	23	36	...	...	...	7,804.00	16,592.50	Mrs. Clare Nichols	18
a												2	1	1				10	3							500.00	Nevin Nichols	a
19											2	2					1	12	1		1						L. P. Hannaher	19
20	...	7	...	...	7	[3]$18,486	...	...	...	...	1	...	1	...	1	...	...	4	...	8	8	...	...	3,000.00	1,500.00	4,500.00	Philip E. Minner	20
21	...	3	...	...	3	261,081	...	...	...	...	...	1	...	...	...	...	1	7	2	...	...	...	...	...	...	...	O. E. Johnson	21
a												2			2			6	3								C. O. E. Boehm	a
22	...	1	...	1	2	[3]4,500	...	...	1	900	1	2	...	...	...	...	1	3	...	...	...	...	...	...	...	...	Jacob Johnson	22
23	...	...	...	26	26	[3]$361,567	3	15,288	9	5,623	...	...	1	...	...	2	1	...	...	10	17	...	...	...	14,923.64	14,923.64	Kathryn E. Kriez	23
a												18	1	...	2	...	1	47	12								Helen Richter	a
24	...	10	...	4	14	108,232	2	33,000	3	86,976	1	2	1	...	...	...	...	...	...	36	12	36	12	...	12,210.52	14,390.97	Carl Grabow	24
25	...	...	...	1	1	3,500	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	G. D. Belken	25
26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	4	...	...	...	...	...	...	...	...	P. V Linke	26
27	...	...	...	...	...	...	...	...	1	...	4	1	...	...	...	1	...	8	...	...	...	...	...	...	...	...	John C. Truesdale	27
28	...	2	3	...	5	13,343	...	...	2	...	...	...	...	...	...	...	...	...	...	9	7	...	...	...	376.35	376.35	Margaret Mulholland	28
29	...	3	...	...	3	8,500	...	...	...	...	1	1	...	...	...	...	...	2	...	3	3	...	...	...	298.50	298.50	Guy L. Michener	29
30	...	5	...	...	5	48,425	...	...	2	...	...	...	...	...	...	2	...	2	...	...	...	...	...	...	...	...	E. M. Karges	30
31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	4	1	...	...	...	...	...	...	...	Dave Nevin and Edwin Manning	31
a	...	4	...	...	4	65,000	...	...	...	...	4	3	...	...	...	...	...	3	...	5	3	...	...	...	1,000.00	1,000 00	Jack Snyder	a
32	...	19	...	...	19	385,394	...	...	10	10,190	1	2	...	...	...	...	...	9	...	9	24	...	...	...	3,000.00	3,000.00	John E. Gronseth	32
33	...	7	...	...	7	68,243	...	...	...	...	5	3	1	[22]1	...	...	[22]1	11	2	...	4	...	...	...	...	2,000.00	Gordon R. Speers	33
34	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	4	2	...	...	...	...	...	...	...	James F. Clough	34
35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	John R. Alden	35
36	6	18	...	...	24	[26]109,000	5	10,800	9	250,200	2	12	...	...	...	...	5	52	2	59	38	...	...	...	60,860.00	85,964.00	Wilby R. Keyes, Jr.	36
37	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	1	5	1	...	...	...	...	...	...	...	A. L. Hjort	37
38	...	3	...	...	3	27,000	4	...	6	3,000	2	1	1	...	...	...	1	4	1	5	5	...	...	...	1,000.00	K. L. Brode	38
39	...	17	...	...	17	279,380	...	...	...	...	...	2	...	...	...	...	1	24	4	24	8	...	...	...	810.00	L. P. Dittemore	39
40	...	9	...	...	9	456,536	2	19,000	...	...	...	4	...	...	1	...	5	12	...	...	...	...	...	...	...	...	Alfred MacDonald	40
41	...	2	...	...	2	15,300	...	...	1	...	1	2	1	...	...	...	...	4	1	2	2	...	...	...	210.00	210.00	Tom Ellis	41
42	...	2	...	...	2	9,000	...	...	1	8,100	...	4	...	...	...	...	...	2	...	...	...	...	...	...	...	300.00	Forest E. Wyatt	42
43	...	...	7	...	7	...	...	...	7	53,000	...	...	...	...	...	...	...	...	...	18	10	...	...	...	4,867.15	5,017.15	Alma W Griffin and Lucile S France	43
44	...	6	..	2	8	299,603	2	16,725	1	7,200	...	1	...	...	...	...	...	10	1	...	...	...	...	2,600.00	...	2,600.00	Anna S. Pherigo	44
45	4	...	...	18	22	910,602	5	203,236	29	112,804	2	35	...	1	2	1	1	74	14	2	3	...	...	...	...	...	Walter R H Sherman	45
46	...	9	...	...	9	[3]30,500	...	...	...	...	2	...	...	...	...	...	...	...	9	...	...	...	...	...	...	...	Mrs. E. C. Wendt	46
47	...	1	...	...	1	30,304	...	...	2	...	1	1	...	...	...	...	...	4	1	...	...	...	...	...	...	...	W. W. Tenney	47
48	...	5	...	...	5	[3]10,000	...	...	...	...	1	4	...	[22]1	...	...	...	8	1	...	...	...	...	...	...	...	W. E. Brown	48
49	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	H. F. Vulliamy	49
50	...	...	...	10	10	64,599	...	...	2	2,700	...	1	...	...	...	...	...	...	...	10	14	...	...	41,384.27	1,832.62	43,216.89	Harry A Wuelser	50
51	...	6	...	...	6	24,000	...	...	1	6,300	...	...	...	...	...	...	...	...	...	4	9	4	9	400.00	2.300.00	2,700.00	Lucyle Godwin	51
52	17	...	...	...	17	1,000,000	1	55,955	...	...	...	...	...	...	...	...	6	...	6	10	10	10	10	65,000.00	7,200.00	72,200.00	Lawrence di Benedetto	52
a												2			2		1	24	1								Mrs. L. W. Griffis	a
b												4					1	23									J. A. Hayes	b
c	...	14	...	...	14	87,500	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mildred Towle	c
53	...	1	...	...	1	5,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. E. Brown	53
54	...	15	...	...	15	...	...	...	1	...	...	2	...	1	...	...	...	22	...	...	27	...	16	...	4,000.00	4,000.00	W. A. Robinson, Jr.	54
55	...	1	...	...	1	9,800	...	...	...	...	2	2	...	...	...	...	...	...	1	...	...	...	...	...	...	500.00	Samuel McCall	55
56	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Harrie D. Eckler	56

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers								
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total		
											For Leadership	Other Services			
1	Derby	500	Improvement Society	1	....	....	3	3	.....	45.00	200.00	.....	200.00	245.00	P	1
2	Portland	75,000	Recreation Commission	5	18	1	....	....	.....	3,944.50	4,911.17	4,223.34	9,134.51	13,079.01	M	2
3	Sanford	15,000	Park and Playground Department	2	1	....	....	....	300.00	100.00	500.00	100.00	600.00	1,000.00	M	3
4	Westbrook	10,080	Cornelia Warren Community Association, Inc	2	....	1	6	2	.....	2,155.79	2,966.74	144.00	3,110.74	5,266.53	P	4
	Maryland															
5	Baltimore	848,196	Playground Athletic League	106	145	24	....	1	.....	44,407.30	.....	.....	87,569.09	131,976.39	S, C, M&P	5
			Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	204,836.21	M	a
6	Frederick	15,500	Playground Commission	3	5	....	....	....	.....	150.00	700.00	.....	700.00	850.00	M&P	6
	Massachusetts															
7	Amherst	6,472	School Board and Rotary Club	3	....	....	....	....	.....	50.00	300.00	.....	300.00	350.00	M&P	7
8	Arlington	38,539	School Department	7	6	....	....	....	.....	1,161.48	1,734.29	2,308.72	4,043.01	5,204.49	M	8
9	Athol	10,000	American Red Cross	2	....	....	....	....	.....	.....	200.00	.....	200.00	200.00	P	9
10	Belmont	22,000	Playground and Recreation Commission	23	15	....	....	....	.....	7,515.00	7,198.00	3,450.00	10,648.00	18,163.00	M	10
11	Beverly	25,086	Public Works Department	1	1	....	....	....	.....	754.50	410.50	.....	410.50	1,165.00	M	11
12	Boston	781,188	School Committee	75	150	....	....	....	.....	12,000.00	28,500.00	20,100.00	48,600.00	60,600.00	M	12
			Board of Park Commissioners	18	12	30	....	....	28,151.64	.....	.....	.....	.....	[29]602,903.27	M	a
			Community Service, Inc	1	2	3	....	....	.....	12,880.61	11,595.00	.....	11,595.00	24,475.61	P	b
			Metropolitan District Commission[30]	....	....	....	....	....	50,000.00	.....	.....	.....	.....	195,000.00	M	c
13	Brockton	62,160	Playground Commission	10	11	....	....	....	.....	5,129.17	6,511.25	.....	6,511.25	11,640.42	M	13
			Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	16,000.00	M	a
14	Brookline	52,000	Gymnasium, Bath and Playground Commission	9	13	10	....	....	.....	5,237.49	19,455.61	14,694.05	34,149.63	39,387.15	M	14
15	Cambridge	125,000	Board of Park Commissioners	10	1	5	....	....	10,425.00	1,659.08	17,799.26	1,716.00	19,515.26	31,599.34	M	15
16	Danvers	13,000	Park Department	1	4	....	....	....	.....	1,100.00	800.00	1,800.00	2,600.00	3,700.00	M	16
17	Dedham	15,000	Community Association, Inc	4	3	1	3	4	.....	.....	.....	.....	.....	4,568.51	P	17
18	East Milton	5,400	Trustees of Cunningham Foundation	1	1	2	....	....	.....	.....	.....	.....	.....	.....	P	18
19	Everett	48,000	Playground Commission	1	9	....	....	....	.....	1,117.00	1,200.00	4,200.00	5,400.00	6,517.00	M	19
			Park Commission	6	....	....	....	....	10,000.00	.....	.....	.....	.....	18,483.00	M	a
20	Fairhaven	10,700	Park Commission	2	2	....	....	....	.....	.....	369.00	.....	369.00	2,069.00	M	20
21	Falmouth[31]	6,500	Community Center Board	1	1	....	....	....	.....	600.00	300.00	2,100.00	2,400.00	3,000.00	M	21
22	Fitchburg	40,692	Board of Park Commissioners	9	8	1	....	....	5,326.72	3,692.08	3,702.25	592.80	4,295.05	13,313.85	M	22
23	Framingham	23,166	Park Commission	4	8	....	....	....	1,000.00	1,600.00	1,200.00	2,500.00	3,700.00	6,300.00	M	23
			Civic League	1	....	....	6	6	.....	6,424.23	1,956.00	2,004.41	3,954.41	10,378.64	P	a
24	Gardner	20,000	Park and Playground Department	5	4	....	....	....	.....	708.98	1,493.00	2,005.07	3,498.07	4,207.05	M	24
25	Greenfield	15,500	Playground and Recreation Commission	4	11	....	....	....	.....	725.00	1,025.00	750.00	1,775.00	2,500.00	M	25
26	Holyoke	56,139	Parks and Recreation Commission	20	33	....	....	....	657.89	2,934.51	8,450.96	5,799.74	14,249.74	17,842.14	M	26
27	Lawrence	86,156	Department of Public Property	19	18	1	10	14	1,500.00	2,800.00	7,769.96	3,470.04	11,240.00	15,540.00	M	27
28	Lexington	10,800	Park Department	4	6	....	....	....	1,904.00	2,000.00	1,430.25	.....	1,430.25	5,334.25	M	28
29	Lowell	101,820	Board of Park Commissioners	1	....	....	....	....	100.00	1,327.14	500.00	17,605.75	18,105.75	19,532.89	M	29
30	Ludlow	8,000	Athletic and Recreation Association	7	2	2	1	2	.....	7,500.00	4,100.00	.....	4,100.00	11,600.00	M&P	30
31	Medford	61,135	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	31
32	Methuen	21,000	Playstead Commission	2	2	....	....	....	7,934.00	.....	396.00	.....	396.00	8,330.00	M	32
33	Middleboro	9,000	Park Board	2	2	....	....	....	30,735.33	47.00	178.00	600.00	778.00	31,560.33	P	33
34	Milford	15,000	Park Commissioners	5	9	....	....	....	226.30	132.70	1,341.00	.....	1,341.00	1,700.00	M	34
35	Milton	18,000	Park Department	1	2	....	....	....	2,904.14	132.15	603.00	.....	603.00	3,639.29	M	35
36	Montague	8,000	Playground Commission	3	1	....	10	....	.....	580.00	770.00	1,250.00	2,020.00	2,600.00	M	36
37	Needham	12,000	Town Recreation Committee	1	1	....	....	....	59.10	376.45	427.50	19.00	446.50	882.05	M	37
			Beach Committee, Board of Trade	1	....	....	....	....	55.82	545.54	73.60	.....	73.60	674.96	P	a
38	New Bedford	120,000	Citizens' Recreation Committee	....	....	....	....	....	.....	.....	.....	.....	.....	600.00	P	38
39	Newton	66,000	Playground Commission	60	58	....	....	....	20,046.95	23,669.13	31,000.00	30,721.95	61,721.95	105,438.03	M	39
			Stearns School Centre	....	4	1	[32]26	....	.....	270.00	2,377.95	422.39	2,800.34	3,070.34	P	a
40	Northampton	25,000	Frank Newhall Look Memorial Park Commission	1	....	....	....	....	.....	6,000.00	.....	.....	9,000.00	15,000.00	P	40
41	North Attleboro	10,135	Playground Association	3	2	....	....	....	.....	60.00	540.00	.....	540.00	600.00	P	41
42	Norwood	15,049	Board of Selectmen	....	....	....	....	....	2,256.35	7,852.45	.....	.....	5,042.70	15,151.50	M	42
43	Salem	43,353	Board of Park Commissioners	10	8	....	....	....	400.00	2,124.00	8,434.00	.....	8,434.00	10,958.00	M	43
44	Spencer	6,428	Selectmen, Park Commissioners and Board of Education	2	1	....	....	....	1,500.00	500.00	300.00	300.00	600.00	2,600.00	M&P	44
45	Springfield	150,000	Recreation Division, Park Department	17	29	1	....	....	.....	.....	15,000.00	57,700.00	72,700.00	72,700.00	M	45
46	Stoneham	10,081	Park Department	2	....	....	....	....	4,243.00	635.00	785.00	79.00	864.00	5,742.00	M	46
47	Taunton	38,000	Park Commission	5	2	....	....	1	440.00	1,185.74	2,309.00	1,800.00	4,109.00	5,734.74	M	47
48	Wakefield	16,500	Recreation Commission	2	4	....	....	....	.....	200.00	650.00	.....	650.00	850.00	M	48
49	Walpole	7,449	Department of Public Works	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	49
50	West Newton	10,005	Community Centre Inc.[32]	3	5	1	....	13	125.07	1,032.60	2,211.53	347.80	2,559.33	3,717.00	P	50
51	West Springfield	17,500	Playground Commission	5	4	....	....	....	.....	106.12	633.00	.....	633.00	739.12	M	51
52	Worcester	197,000	Parks and Recreation Commission	1	....	....	....	....	829.15	5,380.16	.....	.....	25,012.63	31,221.94	M	52
	Michigan															
53	Ann Arbor	26,944	Board of Education and Park Commission	23	11	....	....	....	1,000.00	4,766.52	5,155.62	12,200.00	17,355.62	23,122.14	M	53
54	Battle Creek	43,573	Civic Recreational Association	51	....	2	....	....	.....	300.00	4,850.00	.....	4,850.00	5,150.00	M&P	54
55	Bay City	50,000	Recreational Council	3	1	....	....	....	750.00	150.00	400.00	.....	400.00	1,300.00	M	55
56	Bergland	800	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	56
57	Caspian	1,888	Community Center	2	7	2	....	....	150.00	2,287.45	2,167.00	1,336.45	3,503.45	5,940.90	P	57
58	Coldwater	7,000	Board of Education	1	1	....	4	4	.....	.....	.....	.....	.....	4,500.00	M	58
59	Dearborn	60,000	Recreation Department	22	7	2	20	5	6,748.00	486.35	7,215.46	2,735.40	9,950.86	17,185.21	M	59
60	Detroit	1,759,770	Department of Recreation	119	100	81	....	....	.....	55,632.94	174,495.00	106,015.00	280,510.00	[34]336,142.94	M	60
			Department of Parks and Boulevards	8	....	3	....	....	.....	65,125.00	15,860.00	133,900.00	149,760.00	214,885.00	M	a
61	Dowagiac	6,000	School Board	2	1	....	....	....	.....	50.00	400.00	.....	400.00	450.00	M&P	61
62	Eau Claire	435	School Board	1	....	....	....	....	50.00	20.00	240.00	.....	240.00	310.00	M	62
63	Ferndale	22,000	Board of Education	10	....	1	....	....	.....	500.00	3,000.00	.....	3,000.00	3,500.00	M	63
64	Flint	160,000	Department of Parks and Recreation	27	22	7	....	....	1,288.50	24,062.58	13,116.33	53,413.92	66,530.25	91,881.33	M	64
			Community Music Association[35]	1	1	....	....	....	.....	1,160.00	4,875.00	1,835.00	6,710.00	7,870.00	M&P	a
65	Grand Rapids	168,592	Department of Recreation, Board of Education and Park Department	1	2	....	....	....	.....	2,048.00	.....	.....	74,312.00	76,360.00	M	65

RECREATION STATISTICS FOR 1935

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	...	1	...	...	1	[3]4,750	...	.....	1	.....	1	1	1	...	...	...	...	2	1	...	...	...	...	.....	.....	.....	N. J. Russell	1
2	...	11	...	...	11	[3]245,000	...	.....	...	.....	...	9	1	...	...	...	...	10	1	...	...	...	...	.....	.....	12,469.84	G. R. Lee	2
3	...	1	...	...	1	20,000	...	.....	...	.....	1	...	...	...	...	...	1	2	1	...	...	...	...	2,500.00	.....	2,500.00	Harry Stott	3
4	...	1	...	...	1	14,850	...	.....	1	27,000	...	1	...	...	...	...	1	6	...	...	...	...	...	.....	.....	.....	Paul F. Fraser	4
5	1	56	...	35	92	[3]729,984	3	145,463	302	1,637,170	...	...	...	...	...	...	...	...	...	29	23	19	14	.....	31,174.57	31,174.57	Miss L. K. Miller	5
a	...	...	...	...	...	.....	...	.....	...	.....	7	27	1	2	3	...	7	104	...	...	...	...	...	.....	.....	.....	J. V. Kelly	a
6	...	6	...	...	6	61,312	...	.....	...	.....	5	3	...	...	...	...	...	5	2	...	...	...	...	.....	.....	.....	Mrs. Helma H. Bowers	6
7	...	1	...	...	1	2,340	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	L. Leland Dudley	7
8	...	10	...	...	10	[3]45,485	...	.....	3	16,800	1	1	...	...	...	...	...	5	...	1	1	...	...	.....	623.13	623.13	Clarence H. Dempsey	8
9	...	1	...	...	1	[3]8,400	...	.....	...	.....	...	...	...	...	...	...	[2]2	1	...	...	...	...	...	.....	.....	.....	Edna W. Gorton	9
10	...	...	...	7	7	.....	...	.....	...	.....	6	6	...	...	...	...	1	19	...	...	...	...	...	.....	.....	.....	Lewis S. Harris	10
11	...	8	...	...	8	40,000	...	.....	...	.....	1	8	5	...	...	...	...	...	...	30	8	...	...	.....	4,591.00	4,591.00	Public Works Department	11
12	...	...	...	...	...	.....	...	.....	14	590,000	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	James T. Mulroy	12
a	61	...	...	...	61	.....	11	235,000	...	.....	...	108	9	...	2	2	1	100	1	100	60	100	60	.....	.....	.....	Daniel J. Byrne	a
b	...	...	...	...	...	.....	...	.....	26	.....	...	...	...	...	...	...	...	...	...	116	96	...	...	.....	122,954.63	122,954.63	M. Olive Crowley	b
c	...	...	...	...	...	.....	...	.....	...	.....	...	12	18	...	2	...	1	12	...	...	...	...	...	225,000.00	.....	225,000.00	William Whittaker	c
13	...	11	...	...	11	[3]39,600	...	.....	...	.....	...	9	...	...	...	...	4	...	...	...	...	...	...	.....	.....	.....	Abbie D. Delano	13
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	1	...	...	...	...	...	...	...	.....	.....	.....	H. M. Erwin	a
14	1	10	1	...	12	110,262	1	62,149	...	.....	13	13	...	...	...	1	...	...	...	2	3	2	3	.....	.....	.....	Charles P. Cameron	14
15	5	...	...	10	15	500,000	3	.....	...	.....	6	7	2	1	...	...	...	5	3	45	13	...	...	91,942.00	8,798.00	107,976.00	Stephen H. Mahoney	15
16	...	3	...	...	3	[3]15,000	...	.....	...	.....	4	5	2	...	...	...	2	8	2	...	...	...	...	.....	.....	.....	Raymond Funchion	16
17	...	1	...	...	1	[3]16,862	1	.....	1	2,800	1	1	1	...	...	...	1	2	...	2	...	...	...	.....	196.00	196.00	Mrs. Ada H. Pillsbury	17
18	1	...	...	...	1	.....	1	109,070	...	.....	1	2	1	...	...	...	1	5	...	...	...	...	...	.....	.....	.....	William Caldwell	18
19	...	9	...	...	9	[3]52,932	...	.....	...	.....	...	...	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	F. A. Hutchings	19
a	3	...	...	9	12	.....	1	5,200	5	10,000	2	6	1	...	...	...	...	12	...	25	25	25	25	.....	.....	86,000.00	Fred M. Colby	a
20	...	4	...	...	4	23,760	...	.....	...	.....	2	3	...	...	...	...	...	5	...	...	...	...	...	.....	.....	.....	Mabel O. Dutton	20
21	...	1	4	...	5	15,000	1	.....	4	2,200	...	1	4	...	...	...	...	11	...	11	3	11	3	3,000.00	.....	5,646.00	H. J. Semino	21
22	...	...	...	10	10	305,439	...	.....	5	23,360	1	5	3	...	...	...	...	1	...	18	2	18	2	.....	.....	20,277.36	John C O'Malley	22
23	...	5	...	...	5	30,000	1	3,000	5	.....	4	6	4	...	...	...	...	4	...	25	5	...	...	15,000.00	8,903.86	23,903.86	Raymond J. Callahan	23
a	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	...	...	...	...	...	...	...	4	...	...	.....	100.00	100.00	F. D. MacCormick	a
24	...	4	...	...	4	[3]34,980	...	.....	...	.....	1	5	...	...	...	...	...	6	...	...	...	...	...	9,368.51	.....	9,368.51	Evelyn G. Tukey	24
25	...	8	...	...	8	.....	...	.....	...	.....	...	2	...	...	...	...	...	6	...	...	...	...	...	.....	.....	1,000.00	Willard O. Seibert	25
26	...	12	...	...	12	[3]157,083	...	.....	...	.....	1	9	...	...	...	1	3	7	2	...	...	...	...	.....	.....	.....	Mina F. Robb	26
27	...	8	...	...	8	[3]124,800	...	.....	...	.....	1	10	...	...	...	...	2	8	1	...	...	...	...	.....	.....	.....	William V. Crawford	27
28	...	3	...	...	3	[3]40,000	...	.....	...	.....	2	3	...	...	...	...	1	12	1	1	...	...	...	9,000.00	247.50	9,247.50	John J. Garrity	28
29	...	...	...	15	15	64,730	...	.....	...	.....	3	16	1	...	...	...	...	33	5	58	30	58	30	36,000.00	18,761.15	54,849.28	John W. Kernan	29
30	...	...	...	2	2	.....	1	1,200	...	.....	2	1	...	...	...	1	...	...	...	...	...	...	...	.....	.....	.....	Frederick J. Cummings	30
31	...	...	...	...	...	.....	...	.....	...	.....	...	7	1	...	...	...	...	3	...	...	...	...	...	.....	.....	.....	E. P. Adams	31
32	...	4	...	...	4	76,800	1	23,300	...	.....	...	3	...	...	...	...	2	...	...	23	22	...	...	1,000.00	14,000.00	15,000.00	Albert Millington	32
33	...	1	...	...	1	17,020	...	.....	...	.....	...	1	...	...	...	...	1	3	...	9	...	...	...	70,610.10	1,189.60	71,799.70	Frank A. Crozier	33
34	...	4	...	...	4	[3]20,000	...	.....	3	.....	1	1	...	...	...	...	...	5	...	...	...	...	...	.....	.....	.....	Fred W. Clarridge	34
35	...	2	...	...	2	[3]9,000	...	.....	...	.....	1	2	...	...	...	...	...	8	...	...	1	...	...	4,377.60	108.00	4,485.60	John L. Kelly	35
36	...	1	...	...	1	25,000	...	.....	...	.....	1	1	...	...	...	...	...	2	1	1	...	...	...	600.00	200.00	800.00	Charles E Bankwitz	36
37	...	2	...	...	2	[3]9,900	...	.....	...	.....	1	1	...	...	...	...	...	...	...	9	4	...	...	.....	1,369.60	1,369.60	R H. Burrage	37
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	11	3	...	...	.....	2,600.00	3,053.20		a
38	...	11	...	...	11	[3]168,000	...	.....	...	.....	12	11	2	...	...	...	...	...	...	28	29	...	...	.....	6,751.10	6,751.10	Fred Kelley	38
39	23	...	...	4	27	742,000	6	35,500	3	22,500	2	13	4	...	...	...	...	39	3	3	1	...	...	.....	.....	.....	Ernst Hermann	39
a	...	...	...	...	...	.....	...	.....	1	.....	...	...	...	...	...	...	...	...	...	...	2	...	...	.....	.....	.....	Helen I. Sandstrom	a
40	...	1	...	...	1	15,000	...	.....	...	.....	1	2	...	...	...	...	1	...	1	3	4	...	...	30,000.00	1,200.00	31,200.00	M. Foss Narum	40
41	...	2	...	...	2	20,000	1	8,000	...	.....	3	3	...	...	...	...	...	...	...	...	...	...	...	14,000.00	.....	14,000.00	Raymond A. Yates	41
42	...	...	...	...	...	.....	...	.....	...	.....	6	6	2	...	...	...	2	2	...	...	...	...	...	.....	.....	6,515.17	W. C. Kendrick	42
43	...	11	...	...	11	[3]102,808	...	.....	3	.....	...	14	3	1	...	...	3	5	1	40	20	...	...	.....	9,497.80	9,497.80	Daniel J. Phalen	43
44	...	1	...	1	2	15,000	...	.....	...	.....	1	1	...	...	...	...	...	...	...	...	...	...	...	1,800.00	.....	1,800.00	William A. Thibault	44
45	8	...	...	41	49	2,500,000	1	63,744	9	562,766	...	16	...	...	2	3	...	50	6	70	50	48	37	3,782.00	125,459.83	147,665.83	Arthur E. Gardner	45
46	...	1	...	4	5	73,000	...	.....	1	3,987	...	1	...	...	...	...	...	3	...	16	10	...	...	.....	4,500.00	7,300.00	Percival H. Wardwell	46
47	...	8	...	...	8	150,000	3	72,000	6	17,280	6	6	...	...	...	...	1	4	2	62	13	...	...	756.00	13,500.00	25,648.00	Louis O. Godfrey	47
48	...	5	...	...	5	27,500	...	.....	...	.....	5	4	...	...	...	...	...	2	...	3	...	...	...	.....	.....	1,500.00	Eugene J. Sullivan	48
49	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	F. F. Libby	49
50	...	...	...	...	...	.....	1	[3]15,780	2	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Gertrude MacCallum	50
51	...	4	...	...	4	21,275	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Ralph B. Pillsbury	51
52	...	...	...	9	9	[3]76,500	3	.....	...	.....	14	20	7	...	1	...	...	33	9	32	12	32	12	.....	13,464.00	13,464.00	John J. Nugent	52
53	4	...	6	2	12	103,468	...	.....	7	6,626	1	2	1	...	1	...	...	14	1	21	18	...	...	.....	2,340.00	21,008.45	L. H. Hollway	53
54	...	7	...	...	7	59,345	...	.....	15	135,622	2	12	1	...	...	2	2	9	2	22	15	...	...	84,600.00	11,275.00	97,875.00	A R. Flannary	54
55	...	15	...	...	15	[3]65,000	...	.....	...	.....	1	5	...	...	...	2	...	8	...	13	12	...	...	.....	2,400.00	2,400.00	H. D. Royal	55
56	...	1	...	...	1	4,000	...	.....	3	.....	1	1	...	...	...	...	...	...	...	2	...	...	...	.....	.....	.....	G. C. Johnson	56
57	...	...	...	1	1	[3]18,000	1	80,000	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Mrs. Walter M. Berry	57
58	...	...	4	2	6	.....	2	10,000	4	15,000	2	2	...	...	...	...	...	4	1	...	...	...	...	.....	.....	.....	John T. Symons	58
59	1	9	...	...	10	[3]54,640	...	.....	10	40,000	1	8	...	...	...	4	...	15	1	6	14	...	...	10,000.00	2,320.00	14,509.00	Henry D. Schubert	59
60	...	52	...	35	87	9,257,789	7	810,530	124	1,252,765	16	42	...	1	1	4	...	141	11	80	88	80	88	.....	55,630.00	479,650.76	C. E. Brewer	60
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	Henry W. Busch	a
61	...	3	...	...	3	.....	...	.....	1	.....	1	1	...	...	...	...	...	4	1	5	2	...	...	.....	480.00	480.00	O. C. Morningstar	61
62	...	1	...	...	1	3,000	...	.....	1	.....	1	...	...	...	...	...	1	...	...	...	1	...	...	.....	240.00	240.00	Fred Strong	62
63	...	9	...	...	9	60,125	...	.....	8	50,755	1	1	...	...	...	...	...	4	...	11	15	...	...	.....	2,730.00	2,730.00	Richard R. Rowley	63
64	2	10	...	...	12	420,690	4	226,831	3	1,600	2	9	...	2	1	1	4	20	1	2	2	...	...	.....	.....	.....	Eugene C. Dayton	64
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	William W. Norton	a
65	12	16	..	..	28	[3]840,324	3	.....	32	104,000	5	10	...	2	1	...	8	30	3	101	65	71	23	.....	33,480.00	33,480.00	A. W Thompson	65

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Mich.—Cont.															
1	Grosse Pointe	22,000	School Board	5	2						1,200.00	80.00	1,280.00	1,280.00	M	1
			Mutual Aid and Neighborhood Club	5	2	7	3	1		7,275.82	9,412.60	533.54	9,946.14	17,221.96	P	a
2	Grosse Pointe Park	13,000	Village Commission												M	2
3	Gwinn	1,500	Cleveland-Cliffs Iron Company and Board of Education	1	1				92.64	961.95	1,620.00	1,430.00	3,050.00	4,104.59	P	3
4	Hamtramck	49,888	Department of Recreation, Board of Education	35	10	3			2,000.00	1,845.01	10,895.65		10,895.65	14,740.66	M	4
5	Hancock	6,000	City Council												M	5
6	Harbor Beach	2,000	Board of Education	1	1				2,190.00		690.00	25.00	715.00	2,905.00	M	6
7	Highland Park	52,000	Recreation Commission	9	2	4			3,500.00	1,640.00	9,729.20	4,448.30	14,177.50	19,317.50	M	7
8	Holland	15,000	Recreation Commission	1						375.00	275.00	150.00	425.00	800.00	M	8
9	Houghton	4,000	School Board	1										1,051.87	M	9
10	Jackson	55,000	Board of Education	4	5					200.00	770.00		770.00	970.00	M	10
11	Kalamazoo	55,000	Department of Recreation	34	11	2			400.00		7,500.00		7,500.00	19,266.57	M	11
			Douglas Community Association, Inc.[21]	1	1	1				1,603.71	2,463.50		2,463.50	4,067.21	P	a
12	Lansing	80,000	Park Board and Board of Education	12	12	1			1,500.00	1,650.00	9,500.00		9,500.00	12,650.00	M	12
13	Ludington	9,000	School Board	1	1					25.00	520.00		520.00	545.00	M	13
14	Marenisco	800	School Board	2	1		1	1		100.00	1,000.00		1,000.00	1,100.00	M	14
15	Midland	8,036	Community Center Committee and Board of Education	3	2		1			9,422.41	1,880.75	5,504.21	7,384.96	16,807.37	M&P	15
16	Milan	2,000	Recreation Commission	1						120.00	240.00		240.00	360.00	M&P	16
17	Monroe	18,000	School Board	5	6					200.00	1,600.00		1,600.00	1,800.00	M	17
18	Muskegon	42,000	Board of Education and City Commission	3						559.00	300.00		300.00	859.00	M	18
19	Niles	12,000	Recreation Commission	1					7,500.00	1,000.00	300.00		300.00	8,300.00	M&P	19
20	Oakland County	211,251	Board of County Park Trustees						449.51	136.33		70.72	70.72	656.56	C	20
21	Oceana County[36]	13,085	Red Cross and W. P. A.	1	1				75.00	48.00	125.00	120.00	245.00	368.00	M&P	21
22	Pontiac	65,000	Recreation Department and Public Works Department	12	6	2			3,000.00		5,182.27		5,182.27	17,538.46	M	22
23	Port Huron	31,000	School Board	1						200.00	300.00		300.00	500.00	M	23
24	River Rouge	17,000	City Council and Board of Education	1							470.00		470.00	470.00	M	24
25	Royal Oak	23,000	School Board and City Commission	3	1						500.00		500.00	500.00	M	25
26	South Haven	4,808	Recreation Board	3	1				40.00	50.00	360.00		360.00	450.00	M	26
27	Wakefield	3,667	Department of Public Affairs and Board of Education	2		1	1								M	27
28	Waterveliet	1,200	School Board	1			1	1							M	28
29	Ypsilanti	10,000	City and School Board	1	1		3	2						700.00	M	29
	Minnesota															
30	Albert Lea	10,169	Park Department				1		721.74					3,171.37	M	30
31	Alexandria	4,000	Park Board	1											M	31
32	Aurora	1,800	Independent School District No. 13	7	4					250.00	1,000.00	3,300.00	4,300.00	4,550.00	M	32
33	Bayport	1,250	Village Council											850.00	M	33
34	Becker and Mahnomen Cos.[38]	100,000	State Recreation Department, E. R. A.		1		32	36	500.00	125.00	100.00	80.00	180.00	805.00	M&P	34
35	Brainard	10,000	Chamber of Commerce, Recreation Department and E. R. A.						6,000.00	2,000.00			850.00	8,850.00	P	35
36	Carlton County[39]	22,000	W. P. A.				5	3	750.00	200.00	500.00	50.00	550.00	1,500.00	M&P	36
37	Chisholm	8,520	Independent School District No. 40	14	6	1							6,789.28	6,901.78	M	37
38	Crookston	6,315	Park Board	1	1				2,142.75	3,297.88	458.00	2,000.00	2,458.00	7,898.63	M	38
39	Duluth	101,417	Recreation Department	24	20	4			6,915.00	11,232.86	15,447.59	16,920.12	32,367.71	50,515.57	M	39
40	Ely	6,150	Community Service Center Board	1	2	2	2	3						12,000.00	M	40
			School Board	2											M	a
41	Fergus Falls	10,000	Recreation Board	3	5			3	64.00	86.00	450.00	125.00	575.00	725.00	P	41
42	Hibbing[41]	23,000	Village of Hibbing	1	1	2				375.00	3,900.00	400.00	4,300.00	4,675.00	M	42
43	Jackson and Cottonwood Counties[42]	30,645	Recreational Board and W. P. A.				4	2						1,675.00	M&P	43
44	Minneapolis	464,356	Board of Park Commissioners	34	34	17	15	25	3,448.20	60,221.64	32,584.03	95,016.04	127,600.07	191,269.91	M	44
			Board of Education	1						1,915.00	700.00		700.00	2,615.00	M&P	a
45	Nashwauk	2,500	Board of Education	3						200.00	300.00	150.00	450.00	650.00	M	45
46	New Ulm	7,308	Park Board and Parent Teacher Association		2					60.00	90.00		90.00	150.00	M&P	46
47	Pine County[43]	21,000	County Schools, Pine City and W. P. A.									120.00	120.00	120.00	M	47
48	Red Wing	9,629	Board of Public Works	7	3						1,100.00	1,400.00	2,500.00	2,500.00	M	48
49	Rochester	20,600	Board of Education	4	4					100.00	1,325.00		1,325.00	1,425.00	M	49
50	St. Cloud	21,200	Park Board	8	2				2,957.42	1,558.42	1,948.50	8,262.31	10,210.81	14,726.65	M	50
51	St. Paul	282,096	Department of Parks, Playgrounds and Public Buildings	3	3	6	6	6			9,555.00		9,555.00	67,594.56	M	51
52	Todd County[44]	26,170	County Recreational Association and Red Cross	1			1		150.00		125.00		125.00	375.00	M&P	52
53	Tower	2,000	School District	1										[2]500.00	M	53
54	Two Harbors	4,400	City of Two Harbors	3		1				200.00	2,000.00	2,000.00	4,000.00	4,200.00	M	54
55	Virginia	12,177	Board of Education	22	20					325.34	1,967.80		1,967.80	2,293.14	M	55
56	Winona	21,000	John A. Latsch Public Baths Commission							686.14			1,163.65	1,849.79	M	56
			Playgrounds Association	6	5					587.50	950.00		950.00	1,537.50	M&P	a
57	Worthington	4,700	City of Worthington											300.00	M	57
	Mississippi															
58	Meridian	31,954	Marion Park Parent Teacher Association		1					10.00	80.00		80.00	90.00	P	58
	Missouri															
59	Boonville	6,500	City of Boonville and Kiwanis Club	1	1		4	3						2,900.00	M&P	59
60	Columbia	14,967	Park and Playground Board	5	5					149.59	622.04		622.04	771.63	M	60
61	Hannibal	23,400	Playgrounds and Recreation Association		3			3			324.00	84.44	408.44	408.44	M&P	61
62	Jefferson City	21,496	Chamber of Commerce	1	1				800.00	1,050.00			1,970.00	3,820.00	P	62

RECREATION STATISTICS FOR 1935

he table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	...	5	...	...	5	45,000	...	...	...	...	2	2	...	...	...	...	...	14	...	5	2	...	...	.....	960.00	960.00	F. L. Geary	1
a	...	...	...	1	1	.....	1	130,373	...	.....	1	2	...	...	...	...	...	6	1	...	...	...	...	.....	.....	.....	George Elworthy	a
2	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	William G. Stamman	2
3	...	...	...	3	3	18,915	1	68,000	...	.....	1	1	...	...	...	...	1	1	...	2	...	...	...	.....	300.00	300.00	E. L. Miller	3
4	...	4	...	2	6	204,185	1	8,580	9	92,111	...	2	...	...	...	1	...	8	...	20	10	...	...	10,059.52	9,372.00	19,431.52	C. J. Reid	4
5	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	H. S. Denison	5
6	1	2	...	...	3	.....	1	3,000	...	.....	2	2	1	...	...	...	...	3	...	2	1	...	...	2,200.00	800.00	3,000.00	R. S. Brotherton	6
7	13	...	...	...	13	422,064	2	.....	8	.....	3	6	...	...	...	7	...	16	...	5	11	...	...	.....	2,480.00	2,480.00	Harold G. Myron	7
8	...	6	...	...	6	27,000	...	.....	5	11,760	1	2	...	...	...	...	...	...	1	14	...	...	...	.....	870.00	870.00	Leon N. Moody	8
9	...	...	...	2	2	.....	...	.....	1	.....	1	1	...	1	...	...	...	...	...	4	...	...	...	.....	.....	.....	LeRoy Norrix	9
10	...	7	...	...	7	38,480	...	.....	2	3,253	1	...	...	...	...	2	...	5	...	9	6	...	...	.....	4,061.50	4,061.50	G. L. Greenawalt	10
11	...	15	...	6	21	174,428	...	.....	13	28,739	2	11	...	2	...	1	1	4	1	29	13	20	8	.....	5,381.50	5,688.70	Lawrence P. Moser	11
a	...	...	...	...	...	.....	1	26,000	...	.....	...	...	...	...	...	...	...	...	...	2	1	...	...	.....	375.00	375.00	E. N. Powell	a
12	...	13	...	...	13	231,840	...	.....	8	.....	...	6	...	[22]2	[22]1	...	1	27	1	46	32	...	...	12,000.00	15,000.00	34,500.00	M. Gleason	12
13	...	6	...	...	6	12,500	...	.....	1	500	1	1	1	...	...	...	...	1	...	5	5	...	...	.....	1,000.00	1,000.00	H. H. Hawley	13
14	...	...	...	2	2	.....	...	.....	1	.....	1	1	...	...	...	...	...	1	...	1	...	...	...	.....	500.00	500.00	G. A. Hart	14
15	...	5	...	...	5	102,100	1	76,552	...	.....	...	2	1	...	...	...	...	5	1	...	1	...	...	1,567.13	72.00	1,639.13	Charlotte Conley	15
16	...	1	1	...	2	9,000	...	.....	...	.....	1	1	...	...	...	...	...	4	...	4	2	...	...	.....	.....	.....	Glenn H. Brainard	16
17	...	4	...	...	4	20,270	...	.....	3	.....	2	1	...	...	...	1	...	2	...	...	...	...	...	.....	.....	.....	B. M. Hellenberg	17
18	...	7	...	...	7	63,900	...	.....	6	.....	1	1	2	...	...	...	...	...	1	22	6	...	...	.....	3,187.60	5,131.60	Frank Driscoll	18
19	5	2	6	3	16	30,000	...	.....	1	.....	3	3	...	...	...	...	...	6	1	10	5	...	...	1,000.00	1,440.00	2,940.00	F. W. Crawford	19
20	...	...	...	...	...	.....	...	.....	...	.....	1	...	...	[24]1	...	...	...	...	...	...	...	...	...	.....	.....	.....	John A. Bradley	20
21	3	4	...	...	7	25,000	1	1,200	37	4,200	3	5	7	...	...	...	1	6	...	13	2	13	1	.....	1,115.00	1,115.00	B. T. Wheeler	21
22	...	15	...	...	15	[3]22,398	...	.....	15	.....	...	4	...	2	...	1	...	6	...	46	40	...	...	16,000.00	11,426.98	27,426.98	A. E. Genter	22
23	...	...	...	12	12	122,300	...	.....	...	.....	2	4	4	...	...	...	...	6	2	12	1	...	...	.....	1,800.00	1,800.00	C. V. Fowler	23
24	...	3	...	...	3	84,600	...	.....	1	6,400	...	1	...	...	...	1	...	4	...	5	4	...	...	.....	1,350.00	1,350.00	Frank Weeber	24
25	...	10	...	...	10	120,081	...	.....	...	.....	2	4	...	...	...	...	...	3	1	10	10	...	...	200.00	2,400.00	2,600.00	John J. Baldwin	25
26	...	3	...	...	3	54,000	...	.....	1	10,000	1	1	1	...	...	...	...	2	...	1	2	...	...	.....	288.00	288.00	H. S. Pringle	26
27	...	2	...	...	2	.....	1	50,000	...	.....	1	1	1	...	...	1	...	1	...	2	1	...	...	.....	850.00	850.00	Chester A. Rydeski	27
28	...	1	...	...	1	10,000	...	.....	1	5,000	1	1	...	...	...	...	...	2	1	1	1	...	...	.....	.....	800.00	R. R. Shelters	28
29	4	...	...	...	4	169,000	...	.....	5	.....	...	3	...	...	...	2	...	2	3	9	7	...	...	.....	.....	5,100.00	William Foy	29
30	...	3	...	...	3	24,300	1	900	...	.....	...	...	1	...	...	...	...	8	1	4	3	...	...	.....	1,198.20	1,395.00	W. H. Sherman	30
31	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	Emil E. Gahlon	31
32	...	...	...	4	4	30,000	...	.....	2	4,500	2	1	1	...	...	1	...	...	...	6	3	2	...	.....	2,880.00	2,880.00	C. E. Hagie	32
33	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	[37]1	...	...	...	2	...	...	...	...	...	.....	.....	.....	F. B. Slaughter	33
34	...	11	...	...	11	.....	...	.....	22	.....	...	...	2	...	...	...	...	6	3	3	3	...	...	.....	600.00	600.00	Louise A. Sauvageau	34
35	...	9	...	...	9	.....	...	.....	...	.....	5	2	3	...	...	...	1	6	...	7	2	...	...	.....	4,000.00	4,560.00	Frank Wise	35
36	2	5	18	5	30	.....	3	1,200	20	.....	...	1	1	...	...	...	...	1	1	15	1	...	...	.....	3,500.00	4,050.00	F. W. Trumbull	36
37	5	4	...	...	9	62,138	...	.....	...	.....	1	1	...	[40]1	...	2	...	6	...	4	3	...	...	.....	478.00	478.00	C. G. Giffei	37
38	...	...	...	...	...	.....	...	.....	...	.....	2	2	...	...	1	5	1	1	1	1	1	...	...	10,000.00	.....	10,000.00	Lyle L. Brown	38
39	1	...	...	21	22	289,740	2	250,000	30	246,478	3	9	5	...	2	...	...	9	...	62	19	32	9	25,000.00	18,313.98	63,503.16	K. M. Harris	39
40	1	...	...	...	1	.....	1	.....	1	.....	1	1	2	...	...	...	...	...	...	1	...	...	...	.....	.....	.....	Ray Hoefler	40
a	...	4	...	...	4	[2]9,126	...	.....	1	.....	1	1	...	...	...	1	...	4	...	3	3	...	...	.....	.....	.....	E. Buckley	a
41	...	5	1	1	7	.....	...	.....	1	.....	3	2	...	...	...	...	...	9	1	1	1	...	...	150.00	150.00	900.00	D. E. Misfeldt	41
42	...	9	...	...	9	43,039	...	.....	9	23,847	2	2	...	...	...	1	...	...	...	11	5	...	...	.....	3,450.22	3,450.22	Jess T. Porteous	42
43	4	...	2	...	6	.....	...	.....	8	.....	3	...	...	1	1	...	5	5	...	6	4	6	4	.....	.....	[2]50.00	Bert E. Gilbert	43
44	26	7	...	...	33	[11]3,825,997	26	.....	22	.....	...	36	4	...	5	2	1	177	16	171	74	29	5	.....	81,910.53	81,910.53	K. B. Raymond	44
a	...	20	...	...	20	[3]153,180	...	.....	20	155,163	...	6	...	...	...	...	...	...	...	20	16	...	...	.....	3,683.50	3,683.50	Ralph C. Tapp	a
45	...	2	...	...	2	7,830	...	.....	...	.....	1	1	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Judd F. Gregor	45
46	...	...	...	3	3	20,000	...	.....	...	.....	...	...	...	...	...	...	...	5	2	3	1	...	...	.....	440.00	440.00	Thomas P. Pfaender	46
47	...	4	...	...	4	.....	...	.....	...	.....	2	20	1	...	...	...	...	4	...	2	3	...	...	.....	500.00	500.00	A. E. Gustafson	47
48	...	1	...	...	1	[4]4,000	...	.....	...	.....	...	1	...	...	...	...	1	6	1	...	...	...	...	.....	.....	.....	J. F. Enz	48
49	...	7	...	...	7	33,450	...	.....	...	.....	...	...	...	...	...	...	...	7	...	...	...	...	...	.....	.....	.....	Paul F. Schmidt	49
50	...	5	...	...	5	75,000	...	.....	4	5,000	1	2	2	...	...	...	1	11	1	3	3	...	...	.....	594.00	594.00	L. C. Crose	50
51	18	9	13	...	40	3,991,680	18	672,332	21	469,402	...	27	1	...	3	...	...	...	1	39	29	3	3	75,000	28,909.80	103,909.80	Ernest W. Johnson	51
52	1	1	1	10	13	127,000	...	.....	12	52,720	1	2	2	...	...	...	2	2	...	8	3	8	3	.....	750.00	750.00	C. O. Ayers	52
53	1	...	1	...	2	.....	...	.....	1	.....	2	2	...	...	...	...	...	1	...	1	...	...	...	.....	300.00	300.00	William E. Noyes	53
54	...	...	...	...	...	.....	...	.....	2	.....	1	1	...	1	...	...	...	3	...	6	2	...	...	.....	2,091.25	3,456.19	M. H. Brickley	54
55	...	3	...	...	3	51,367	...	.....	...	.....	1	1	...	...	...	2	...	1	...	...	...	...	...	.....	.....	.....	L. G. Hurst	55
56	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	O. A. Olson	56
a	...	5	...	...	5	[2]30,587	...	.....	...	.....	3	9	...	...	...	...	...	8	...	...	...	...	...	.....	.....	.....	C. D. Tearse	a
57	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	W. H. Buchan	57
58	...	1	...	...	1	4,420	...	.....	...	.....	1	...	...	...	...	...	...	1	1	...	...	...	...	.....	.....	.....	Mrs. A. M. Merrell	58
59	...	...	...	...	...	.....	...	.....	4	1,600	1	2	...	...	...	...	1	2	...	...	...	...	...	.....	.....	.....	O. F. Kelley	59
60	...	4	...	...	4	[3]11,224	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	M. C. Kerth	60
61	...	5	...	...	5	26,654	...	.....	...	.....	1	1	...	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	Thomas T. McKinney	61
62	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	C. O. Hanes	62

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Missouri—Cont.															
1	Kansas City	400,000	Department of Health, Physical Education and Recreation, Board of Education	76	42	1	....	....	.....	2,200.00	14,490.34	5,077.00	19,567.34	21,767.34	M	1
			Recreation Council	18	18	1	....	....	.....	891.17	5,305.00	.....	5,305.00	6,196.17	M&P	a
2	St. Joseph	80,944	Board of Park Commissioners	3	2	....	....	....	.....	.....	.....	.....	.....	14,129.57	M	2
3	St. Louis	821,960	Division of Parks and Recreation, Department of Public Welfare	71	103	26	16	11	14,516.23	57,191.24	47,856.06	76,672.77	124,528.83	196,236.30	M	3
			Board of Education	118	184	....	....	....	.....	.....	50,611.85	12,017.26	62,629.11	62,629.11	M	a
4	University City	28,502	Board of Park Directors	25	10	2	....	....	.....	13,553.31	11,986.48	13,404.17	25,390.65	38,943.96	M	4
	Montana															
5	Bozeman	7,000	Board of Recreation	....	1	....	....	....	1,178.18	295.61	525.00	1,164.12	1,689.12	3,162.91	M	5
6	Glendive	4,500	Park Board	....	....	....	....	....	200.00	120.00	.....	1,110.00	1,110.00	1,430.00	M	6
7	Havre	7,500	City of Havre	....	....	....	....	....	.....	250.00	.....	300.00	300.00	550.00	M	7
8	Missoula	14,657	Park Department	1	1	....	....	....	1,200.00	1,000.00	1,200.00	5,000.00	6,200.00	8,400.00	M	8
	Nebraska															
9	Alliance	6,669	City of Alliance	1	....	....	....	....	.....	801.24	.....	.....	1,140.48	1,941.72	M	9
10	Blair	3,200	Board of Park Commissioners	2	....	....	....	....	.....	3,500.00	1,100.00	400.00	1,500.00	5,000.00	M	10
11	Crete	3,000	Commercial Club	1	....	....	6	2	600.00	100.00	100.00	.....	100.00	800.00	M	11
12	Hebron	2,000	Park Board	1	1	....	....	....	.....	15.00	100.00	.....	100.00	115.00	M&P	12
13	Lincoln	79,000	Recreation Board	4	9	1	....	....	.....	4,732.00	3,325.00	.....	3,325.00	8,057.00	M	13
14	North Platte	17,200	Park Board	....	....	....	....	....	.....	1,000.00	.....	500.00	500.00	1,500.00	M	14
15	Omaha	214,006	Park Department and Recreation Board	....	....	....	....	....	.....	.....	.....	.....	.....	48,708.76	M	15
	New Hampshire															
16	Claremont	12,000	Playground Commission	....	2	....	....	2	.....	1,010.00	200.00	1,790.00	1,990.00	3,000.00	M	16
17	Concord	26,000	Playground Committee	9	9	....	....	....	.....	1,971.47	2,569.60	1,372.67	3,942.27	5,913.74	M	17
18	Dover	15,000	Neighborhood House Association	....	2	1	8	50	.....	.....	.....	.....	.....	3,000.00	P	18
19	Hanover	2,000	School Board and E. R. A.	....	....	....	....	1	.....	.....	.....	.....	.....	75.00	M	19
20	Keene	14,000	Park Commission	4	9	....	....	....	.....	.....	1,010.00	.....	1,010.00	5,644.10	M	20
21	Laconia	12,000	Park Commission	2	3	....	....	....	.....	.....	.....	.....	.....	2,600.00	M	21
22	Lebanon	7,073	Carter Community Building Association	2	....	....	3	3	350.00	1,850.00	2,300.00	.....	2,300.00	4,500.00	P	22
23	Nashua	32,000	Recreation Commission	10	7	....	....	....	.....	1,199.82	4,386.62	.....	4,386.62	5,586.44	M	23
24	Pittsfield	2,000	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	1,367.18	P	24
25	Portsmouth	14,495	City Council	....	....	....	....	....	.....	.....	.....	.....	.....	1,000.00	M	25
26	Rochester	10,209	School Board	1	....	....	....	....	.....	4.00	120.00	.....	120.00	124.00	M	26
	New Jersey															
27	Allenhurst	573	Beach Department	....	....	....	....	....	.....	.....	.....	.....	.....	16,000.00	M	27
28	Belleville	30,000	Recreation Commission	1	....	1	....	....	1,428.00	1,522.00	2,150.00	600.00	2,750.00	5,700.00	M	28
29	Bloomfield	42,000	Board of Recreation Commissioners	21	8	3	....	....	400.00	4,567.90	11,232.10	.....	11,232.10	16,200.00	M	29
			World War Memorial Association[45]	1	....	....	....	....	300.00	1,550.00	750.00	1,400.00	2,150.00	4,000.00	P	a
30	Bridgeton	15,000	Johnson Reeves Playground Association	....	1	....	....	....	211.40	36.50	242.50	.....	242.50	490.40	P	30
31	Burlington	12,000	Board of Education	1	....	....	....	....	.....	50.00	250.00	.....	250.00	300.00	M	31
			E. R. A. and W. P. A.	1	1	....	1	1	.....	75.00	240.00	.....	240.00	315.00	M	a
32	Cliffside Park	18,000	Playground Commission	....	1	....	....	....	.....	800.00	120.00	750.00	870.00	1,670.00	M	32
33	Dover[46]	10,000	Recreation Commission	1	....	....	14	9	583.66	361.50	250.00	703.00	953.00	1,898.16	M&P	33
34	East Orange	73,000	Board of Recreation Commissioners	5	6	2	....	....	4,868.81	5,030.01	8,687.33	14,179.36	22,866.69	32,765.51	M	34
35	Elizabeth	114,585	Board of Recreation Commissioners	39	38	2	5	8	2,304.00	10,000.00	20,065.00	5,000.00	25,065.00	37,369.00	M	35
36	Englewood	18,000	Social Service Federation	4	3	4	11	30	.....	3,586.80	9,716.00	969.00	10,685.00	14,271.80	P	36
37	Essex County[47]	833,513	County Park Commission	15	15	....	....	....	.....	.....	6,841.23	31,765.24	38,606.47	38,606.47	C	37
38	Fair Lawn	7,000	Recreation Commission	2	2	....	....	....	.....	484.16	1,071.65	682.80	1,754.45	2,238.61	M	38
39	Freehold	7,000	Recreation Association	1	3	....	....	....	.....	53.63	270.00	.....	270.00	323.63	P	39
40	Glen Ridge	7,500	Playground Committee	2	....	....	3	1	240.00	400.00	440.00	200.00	640.00	1,280.00	M&P	40
41	Hackensack	26,000	Board of Education	9	7	....	6	5	.....	1,048.60	2,816.00	.....	2,816.00	3,864.60	M	41
42	Hackettstown	3,000	School Board	1	....	....	....	1	.....	100.50	175.00	.....	175.00	275.50	M	42
43	Harrison	18,000	Board of Recreation Commissioners	5	3	....	....	....	.....	.....	.....	.....	.....	6,028.00	M	43
44	Hoboken	59,000	Department of Parks and Public Property	9	8	17	....	....	.....	3,000.00	25,300.00	.....	25,300.00	28,300.00	M	44
45	Irvington	61,000	Department of Public Recreation	1	....	1	260	81	.....	1,595.00	4,000.00	400.00	4,400.00	5,995.00	M	45
46	Jersey City	364,000	Department of Parks and Public Property	32	12	22	4	4	75,000.00	.....	.....	.....	.....	300,000.00	M	46
			Board of Education	30	....	30	....	....	.....	1,000.00	.....	.....	35,120.00	36,120.00	M	a
47	Kearny	40,900	Recreation Commission	1	....	1	....	....	.....	2,710.00	2,000.00	5,160.00	7,160.00	9,870.00	M	47
48	Leonia	5,346	Playground Committee and E. R. A.	1	1	....	2	5	.....	75.00	425.00	.....	425.00	500.00	M	48
49	Linden	21,206	Board of Education and E. R. A.	4	4	....	....	....	.....	.....	1,200.00	.....	1,200.00	1,200.00	M	49
50	Lyndhurst	18,000	Department of Parks and Public Property	1	....	....	....	....	.....	.....	.....	.....	.....	650.04	M	50
51	Madison	7,800	Borough of Madison and Thursday Morning Club	1	1	....	3	....	253.73	457.46	480.00	1,762.50	2,242.50	2,953.69	M	51
52	Maplewood	24,000	Township Parks Committee	7	5	....	....	....	.....	200.00	1,600.00	.....	1,600.00	1,800.00	M	52
53	Millburn	11,000	Shade Tree Commission	5	5	1	3	3	5,000.00	2,600.00	5,700.00	4,700.00	10,400.00	18,000.00	M	53
54	Montclair	45,000	Board of Education	4	....	....	....	....	.....	99.21	780.00	708.00	1,488.00	1,587.21	M	54
55	Moorestown	7,500	Recreation Commission	1	1	2	2	22	.....	.....	.....	.....	.....	.....	M	55
56	Morristown	15,197	Park Board Committee	3	....	....	73	53	1,200.00	300.00	780.00	435.00	1,215.00	2,715.00	M	56
57	Mount Tabor	1,500	Camp Meeting Association	....	1	....	....	....	.....	.....	125.00	.....	125.00	225.00	P	57
58	Newark	445,000	Recreation Department, Board of Education	104	95	58	75	75	.....	35,437.00	121,931.00	8,603.00	130,534.00	165,971.00	M	58
59	New Brunswick	34,555	Playground Committee, E. R. A. and W. P. A.	3	2	....	4	2	.....	958.79	757.50	.....	757.50	1,716.29	M	59
60	North Plainfield	10,000	Recreation Commission	2	1	....	....	....	.....	192.22	757.74	.....	757.74	949.96	M	60
61	Orange	38,000	Playground Department and W. P. A.	30	24	....	....	....	4,000.00	5,000.00	6,000.00	1,000.00	7,000.00	16,000.00	M	61
62	Palisades Park	8,000	Board of Education	1	....	....	....	....	.....	70.00	300.00	.....	300.00	370.00	P	62

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1			59		59	[3]$240,178			48	345,245						6									5,350.00	5,350.00	Alfred O. Anderson	1
a		30			30	[3]$354,691													4	52	52							a
2											2	1			1		2	8	2								Viola Burt	2
3	3	29			32	2,526,668	5	4,572,680				41		1	1	6	2	93	23	[15]252				6,221.25	17,180.90	23,402.15	Frank D. Sullivan	3
a		54			54	1,473,560													10								George R. Johnson	a
4		8			8	[3]$51,821						3		1			1	16	1								James K. Monteith	4
5				1	1		1											4	1								G. O. Arnold	5
6												1					1	4	1								Tom Henderson	6
7											1	1					1	2									G. E. Atkinson	7
8												1					1		1					22,000.00		22,000.00	W. H. Swearingen	8
9		1			1	[3]$5,400					1						1	2	1	2	4				510.53	510.53	Earl O'Mallery	9
10																	1		1								Reed O'Hanlon	10
11		1			1												1										M. J. Blue	11
12		1			1	4,000					2	1	1					3	2								Roland L. Edie	12
13		22			22	169,237	2	50,929	6	19,777		8								23	31				6,582.00	68,406.00	James C. Lewis	13
14		2			2	35,000						1	1					4	2	1	1					250.00	W. B. Brown	14
15		17			17	[3]$392,549	14	928,707	65	60,246		10	1	4	1		5	27		57	51	6	4			160,805.17	Charles W. McCandless	15
16		2			2	135,000	1				4	2						9						8,157.50		8,157.50	R. G. Blanc	16
17		10			10							7					1	5	2								John T. Prowse	17
18							1	10,000																			Edith G. Brewster	18
19			1		1	8,100			1	300	2	2						2		1				35.00	35.00	Evelyn P. Alger	19
20		2			2						1		1				1	2						1,300.00		10,300.00	R. T. Kingsbury	20
21		3			3	[3]$35,000	1				4	2	2				2	4	2								C. E. Rowe	21
22							1	42,500																			Willis F. Hough	22
23		6			6	[3]$47,686						4					1	6									R. A. Pendleton	23
24		1			1	4,250					1	1	1					3									Lester B. Badger	24
25												2					1	4									Peter J. Hickey	25
26		1			1	3,800							1					4									Arthur S. Rollins	26
27													1				1		2								Margaret P. Ekstromer	27
28		4			4	39,373	2	39,498				1					1	2		9	3	4	1		3,780.00	3,780.00	Edward J. Lister	28
29	3	9			12	400,000			2	25,000	1	5						4		4	1				600.00	600.00	C. A. Emmons, Jr.	29
a	1				1	6,000	1	75,000										4										a
30		1			1	19,145			1											1	2						Estella T. French	30
31		1			1	3,400					1	1															V. H. Smith	31
a		5			5	12,775			1	955										2	1				338.00	338.00	Ethel B. Dudley	a
32		1			1	14,200					1	1							1	1					120.00	120.00	Arthur J. Rooney	32
33				1	1	74,586			5	5,879	1	3	2							4	1	2	1	1,280.00	1,773.00	9,458.00	Robert Van Orden	33
34		1		5	6	1,098,000	3	36,000	1	4,000	4	7						25	2	5	4		1		2,250.00	2,250.00	John M. Rowley	34
35		12		13	25	976,065	3	33,948	9	5,080							1		3	15	8				7,410.00	17,210.00	Arthur T. Noren	35
36		1			1	23,500	1	41,200	4	4,465										2	1	2	1		1,762.50	1,762.50	Anne F. Smith	36
37		29			29	[3]$337,250					6	33		1	1			196		7	5				1,099.20	1,099.20	David I. Kelly	37
38		2		2	4	39,186			1	1,556		1	1					3	1	1	1				392.00	392.00	M. M. Pine	38
39		4			4	[3]$8,901					1	1	1														Leigh Cobb	39
40		4			4	19,696	1				1	1						6		2	2				360.00	360.00	Clifford Brown	40
41		9			9	63,744			2		1	3						4	2	4	8				1,213.00	1,213.00	Frank DeMartine	41
42		1			1	13,500					1	1	1					2		1							C. A. Morrison	42
43				3	3	13,500					2	2															H. George Hughes	43
44	6				6	607,900	1	43,200			2	4					1	12	1	3	4	3	4		7,750.00	7,750.00	Julius Durstewitz and John McGann	44
45		3		2	5	42,136			3	5,058		1						13	3	5	4	1	1		2,680.00	2,680.00	Philip LeBoutillier	45
46	5			11	16	725,000					1	13						25		8	12	8	12		10,000.00	25,000.00	Frank A. Deisler	46
a		17			17	[3]$118,172			11	32,000	3	5				10				12	11	12	11		16,215.00	16,215.00	Arthur G. Humphrey	a
47				6	6	116,000	1	12,345	1	18,956	3	2				1		7	2	5	4	5	4		3,330.00	3,330.00	James P. Craig and John McGann	47
48		1			1	[3]$18,736						1						1			1				150.00	150.00	Annetta Humphries	48
49		8			8	45,000														2	1				318.00	318.00	W. A. Kuch	49
50		2			2	[3]$17,000					3		1					3		2						780.00	James A. Breslin	50
51		1		2	3	20,000			2		1	1						2	1	2	1	1			165.00	330.00	Elsa S. Wick	51
52		6			6	20,000	2	12,000				6						6									H. W. Heilmann	52
53	1		2		3	88,780	2	6,500	5	41,000	1	1	1				1	4	1	2	1	2	1		2,670.00	7,670.00	John F. Fox	53
54		3		10	13	61,994			6	10,375	1	2						4		7	5				3,071.80	3,071.80	Franklin G. Armstrong	54
55		3			3	[3]6,268	2	62,328	4	3,108	2	4				1		2		1							Carolyn Nice	55
56				6	6	306,041			8	146,072	6	3					1	4	2	11	3	5	2	1,000.00	5,504.00	6,504.00	Gerald R. Griffin	56
57		1			1		1																				George W. Earl	57
58	32	8			40	3,382,022			37		4	1						3		29	29	20	20		28,558.40	28,558.40	Ernest H. Seibert	58
59		5			5	116,755			19	87,137	2	2						8	3	6	4				5,876.00	5,876.00	William Beck and George Bauer	59
60		3			3	41,266					1	2						5		1	2						Howard Krausche	60
61	2	5			7	467,210					2	2				1		10	1	5	2	2			3,830.00	3,830.00	Anthony L. Brown	61
62		1			1	15,000					1	1									1				150.00	150.00	Louis Katz	62

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	N. J.—Cont.															
1	Passaic	63,000	Recreation Bureau, Park Department	25	31	2	....	....	.....	700.00	7,965.00	1,025.00	8,990.00	9,690.00	M	1
2	Passaic County[48]	301,353	County Park Commission	3	....	1	....	....	276.36	.....	.....	.....	.....	27,887.45	C	2
3	Paterson	138,000	Board of Recreation	21	20	1	....	....	150.00	2,319.00	.....	.....	8,531.00	11,000.00	M	3
4	Perth Amboy	43,000	Municipal Recreation Department	24	22	2	....	....	1,000.00	4,000.00	6,520.00	1,230.00	7,750.00	12,750.00	M	4
5	Plainfield	37,000	Recreation Commission	7	4	3	3	3	.....	2,371.78	6,445.00	1,506.22	7,951.22	10,323.00	M	5
6	Princeton	6,992	Y. M. C. A. and W. P. A.	2	2	....	....	....	126.00	190.00	166.00	168.00	334.00	650.00	P	6
7	Radburn	1,600	Radburn Association	5	5	2	5	5	.....	3,232.56	3,000.00	.....	3,000.00	6,232.56	[50]P	7
8	Ridgefield Park	11,164	Department of Public Works	....	1	....	....	....	.....	500.00	250.00	.....	250.00	750.00	M	8
9	Riverton	2,200	E. R. A. and W. P. A.	2	1	....	....	....	.....	150.00	315.00	.....	315.00	465.00	M	9
10	South Orange	13,500	Recreation Commission	2	2	1	....	....	.....	.....	1,000.00	7,400.00	8,400.00	8,400.00	M	10
11	Spring Lake	1,745	Community House	....	....	....	2	5	.....	950.00	.....	600.00	600.00	1,550.00	P	11
12	Summit	14,556	Recreation Commission	3	3	2	1	....	1,338.07	3,961.41	4,546.23	5,335.50	9,881.73	15,181.21	M	12
13	Trenton	123,356	Playground Division, Department of Public Buildings and Grounds	29	16	2	....	....	.....	4,220.83	7,703.86	5,619.67	13,323.53	17,544.36	M	13
14	Union County[51]	305,000	County Park Commission	43	14	2	....	....	.....	8,174.84	25,894.14	87,119.52	113,013.66	121,188.50	C	14
	New Mexico															
15	Chimayo	1,200	National Mission Board of Presbyterian Church	....	4	....	1	....	.....	.....	.....	.....	.....	.....	P	15
16	Dawson	1,800	School Board	1	....	....	....	....	.....	.....	300.00	.....	300.00	300.00	M	16
17	Deming	3,400	Village and School Board	2	....	....	1	....	.....	.....	350.00	.....	350.00	[52]400.00	M	17
18	Raton	6,500	City and American Legion	....	....	....	....	....	.....	.....	.....	.....	.....	1,870.00	M&P	18
	New York															
19	Amsterdam	34,998	Recreation Commission	45	6	1	26	6	1,858.08	4,311.04	5,745.88	3,084.00	8,829.88	14,999.00	M	19
20	Auburn	35,000	Recreation Commission Booker T. Washington Community Center[21]	8	8	....	4	1	.....	.....	1,091.68	.....	1,091.68	1,511.56	M	20
				....	1	1	2	3	.....	627.00	1,620.00	342.00	1,962.00	2,589.00	P	a
21	Batavia	17,000	School Board and T. E. R. A.	1	....	....	....	....	.....	150.00	100.00	.....	100.00	250.00	P	21
22	Beacon	12,000	School Board	1	....	....	....	....	800.00	200.00	600.00	.....	600.00	1,600.00	M	22
23	Binghamton	81,000	Department of Parks and Recreation	21	9	....	....	....	.....	3,068.00	.....	.....	10,868.00	13,936.00	M	23
24	Briarcliff Manor	1,798	Park Department	3	....	....	....	....	.....	1,665.50	280.00	1,054.50	1,334.50	3,000.00	M	24
25	Bridgewater	275	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	25
26	Buffalo	573,076	Division of Recreation, Department of Parks Extension Department, Board of Education	24	20	38	....	....	48,955.00	24,700.00	77,081.00	129,068.73	206,149.73	279,804.73	M	26
				45	19	....	....	....	.....	3,400.00	9,364.25	.....	9,364.25	12,764.25	M	a
27	Canandaigua	8,000	Board of Education	1	1	....	....	....	.....	.....	400.00	.....	400.00	400.00	M	27
28	Cassadaga	1,000	City and E. R. A.	1	....	....	....	....	.....	.....	100.00	.....	100.00	193.00	M&P	28
29	Cazenovia	1,800	School Board	1	....	....	....	....	.....	.....	300.00	.....	300.00	800.00	M	29
30	Corning	16,796	Board of Public Works	2	2	....	....	....	.....	2,363.50	.....	.....	3,500.00	5,863.50	M	30
31	Cortland	15,000	School Board	1	....	....	....	....	.....	.....	150.00	.....	150.00	150.00	M	31
32	Cooperstown	2,000	Village of Cooperstown	1	....	....	....	....	.....	300.00	175.00	.....	175.00	475.00	P	32
33	Dansville	5,000	Board of Education	[54]1	....	....	....	....	.....	.....	.....	.....	320.00	325.00	M	33
34	Delmar	3,000	School Board	1	1	....	....	....	.....	.....	700.00	.....	700.00	700.00	M	34
35	Dobbs Ferry	6,000	Park Commission	1	1	....	....	....	.....	.....	450.00	.....	450.00	3,000.00	M	35
36	Dunkirk	17,500	Board of Education	5	4	....	....	....	.....	.....	1,606.95	890.62	2,497.57	2,497.57	M	36
37	East Aurora	4,815	Mothers' Club	1	1	....	....	....	2,784.00	407.43	280.00	.....	280.00	3,471.43	M	37
38	Eastchester	20,340	Division of Recreation, Department of Public Welfare[55]	11	8	1	22	26	.....	2,026.42	4,917.70	442.80	5,360.50	7,386.92	M	38
39	Erie County[56]	762,408	County Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	.....	C	39
40	Floral Park	10,000	Village Board	1	1	....	....	....	.....	1,780.00	600.00	1,870.00	2,470.00	4,250.00	M	40
41	Frankfort	4,700	Village Board	4	4	....	....	....	.....	.....	.....	.....	.....	780.70	M	41
42	Fulton	13,000	Board of Education	4	2	....	10	5	500.00	1,800.00	1,000.00	.....	1,000.00	3,300.00	M	42
43	Glens Falls	20,000	Recreation Commission Outing Club, Inc.	9	8	[57]2	1	1	1,615.00	1,566.79	2,453.82	1,020.00	3,473.82	6,655.61	M	43
				1	8	3	3	1	219.11	4,260.50	4,775.00	604.00	5,379.00	9,858.61	P	a
44	Gloversville	23,099	Board of Education	1	2	....	....	....	.....	478.69	.....	.....	5,713.01	6,191.70	M	44
45	Goshen	5,000	Board of Education	1	....	....	....	....	.....	10.00	200.00	.....	200.00	210.00	M	45
46	Hamilton	1,700	Playground Association and F. E. R. A.	1	....	....	....	....	.....	175.00	50.00	45.00	95.00	270.00	P	46
47	Hartsdale	2,700	School District No. 7, Town of Greenburgh	1	1	....	....	....	.....	.....	240.00	40.12	280.12	280.12	M	47
48	Hastings-on-Hudson	7,500	Recreation Division, Community Service Council	2	....	1	2	10	.....	500.00	2,500.00	.....	2,500.00	3,000.00	M	48
49	Herkimer	12,000	Recreation Commission	6	4	....	....	....	.....	360.18	1,195.00	.....	1,195.00	1,555.18	M	49
50	Hornell	16,250	Recreation Commission	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	50
51	Ilion	10,000	Board of Education and T. E. R. A.	1	1	....	....	....	.....	.....	205.00	1,250.00	1,455.00	1,455.00	M	51
52	Ithaca	20,700	Board of Education Park Department, Board of Public Works	7	7	....	4	5	.....	1,756.95	2,715.00	.....	2,715.00	4,471.95	M	52
				....	....	....	....	....	.....	3,155.00	.....	7,795.00	7,795.00	10,950.00	M	a
53	Jamestown	45,155	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	53
54	Johnstown	12,000	Playground Board, Board of Education	2	3	1	....	....	.....	.....	.....	.....	.....	4,890.91	M	54
55	Kenmore	16,042	Board of Education	29	3	....	....	....	.....	61.54	3,722.84	.....	3,722.84	3,784.68	M	55
56	Le Roy	4,800	Recreation Commission	3	1	....	....	....	.....	96.00	655.00	50.00	705.00	801.00	M	56
57	Lockport	23,000	Board of Education	1	....	....	1	....	.....	300.00	620.00	.....	620.00	920.00	M	57
58	Mamaroneck	11,766	Park Commission	1	2	....	....	....	1,381.65	2,134.36	1,279.47	3,796.93	5,076.40	8,592.41	M	58
59	Middletown	22,000	Recreation Commission	4	3	....	....	....	.....	375.00	1,120.00	96.00	1,216.00	1,591.00	M	59
60	Monroe County[60]	423,881	County Park Commission	....	....	....	....	....	32,116.00	3,691.00	.....	8,595.00	8,595.00	44,402.00	C	60
61	Montrose	5,500	School Board and County Welfare Department	2	2	....	....	....	300.00	100.00	600.00	.....	600.00	1,000.00	M	61
62	Mount Kisco	5,127	Recreation Commission	....	2	....	....	....	.....	.....	564.00	636.00	1,200.00	1,200.00	M	62
63	Mount Vernon	64,000	Recreation Commission	47	59	8	....	24	6,617.50	9,759.72	27,931.14	1,141.53	29,072.67	45,439.89	M	63
64	Newburgh	31,275	Recreation Commission	11	11	2	....	....	11,713.23	3,650.00	6,854.00	8,046.00	14,900.00	30,263.23	M&P	64
65	New Rochelle	56,000	Recreation Bureau, City Welfare Department	....	....	....	....	....	250.00	.....	.....	.....	.....	6,750.00	M	65

RECREATION STATISTICS FOR 1935

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	...	7	...	...	7	552,097	...	.....	6	51,134	1	5	1	...	...	1	...	15	2	6	3	...	...	.....	5,410.80	5,410.80	Reeve B. Harris	1
2	...	1	...	1	2	[3]37,700	...	.....	.....	.....	...	1	...	[49]1	...	...	...	4	1	3	2	...	...	.....	.....	.....	Frederick W. Loede, Jr.	2
3	...	...	...	26	26	850,000	1	75,000	.....	.....	...	7	...	...	...	...	...	...	...	13	12	1	..	44,091.75	6,476.70	52,888.95	Alfred P. Cappio	3
4	...	11	...	...	11	80,400	1	14,400	11	83,400	1	4	1	...	...	...	...	10	2	16	3	16	3	483,000.00	14,820.00	497,820.00	Charles T. Kochek	4
5	...	8	...	3	11	[5]200,438	...	.....	6	46,750	...	1	...	1	...	2	...	16	...	8	6	...	2	.....	8,000.00	8,000.00	R. O. Schlenter	5
6	...	4	...	...	4	53,700	1	24,000	3	.....	...	1	...	...	...	...	...	...	...	3	1	2	...	.....	384.00	384.00	Mary G. Gill	6
7	2	2	...	...	4	[3]40,000	1	.....	2	.....	4	1	...	...	...	...	2	4	...	...	...	...	...	.....	.....	.....	Robert A. Turner	7
8	...	1	...	...	1	.....	...	.....	1	.....	1	1	...	...	...	...	...	6	1	1	...	...	...	.....	240.00	240.00	E. S. Ferris	8
9	...	1	...	...	1	6,860	...	.....	1	600	...	...	...	...	...	...	...	...	...	1	1	...	...	.....	56.00	56.00	Ethel Burr Dudley	9
10	1	...	...	...	1	69,000	...	.....	.....	.....	1	5	...	...	...	...	1	20	1	1	...	...	...	.....	250.00	250.00	Joseph J. Farrell	10
11	...	...	...	...	...	.....	1	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	1	...	...	.....	.....	.....	Madelaine A. Claney	11
12	...	2	...	5	7	120,708	1	10,075	6	12,573	1	2	...	...	...	...	...	3	1	3	3	3	2	.....	3,900.00	3,900.00	H. S. Kennedy	12
13	5	10	...	...	15	.....	...	.....	2	4,800	4	9	4	...	...	...	1	37	1	...	...	...	...	.....	.....	.....	Alma R. Duch	13
14	...	...	...	14	14	[3]487,611	...	.....	.....	.....	1	16	...	[49]1	...	...	2	20	2	2	12	...	...	.....	1,870.00	1,870.00	F. S. Mathewson	14
15	1	...	...	...	1	.....	...	.....	1	.....	...	...	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	Joe Ellsworth	15
16	...	...	...	...	...	.....	...	.....	.....	.....	2	...	...	...	...	...	1	2	...	...	...	...	...	.....	.....	.....	G. L. Fenlon	16
17	...	2	...	...	2	.....	...	.....	2	.....	1	1	...	1	...	...	1	1	1	...	...	...	...	15,000.00	.....	15,000.00	Charles Schoepf	17
18	...	...	...	...	...	.....	...	.....	.....	.....	1	...	...	...	...	...	1	2	1	...	...	...	...	47,000.00	.....	47,000.00	Ida D. Atwater	18
19	1	3	...	2	6	156,600	...	.....	4	25,190	2	2	...	...	...	...	3	1	...	14	2	14	2	47,106.57	5,465.50	68,255.17	Allen T. Edmunds	19
20	...	7	...	...	7	[3]65,403	...	.....	.....	.....	1	...	1	...	...	...	...	6	1	4	1	...	...	.....	820.00	820.00	Mrs. Mary V. Wait	20
a	...	1	...	...	1	10,000	1	9,500	2	400	1	1	...	...	...	...	...	1	...	1	3	...	...	.....	1,132.00	1,134.50	Mrs. J. M. Pollard	a
21	...	5	...	...	5	20,000	...	.....	.....	.....	1	1	...	...	...	...	...	...	...	6	3	...	...	.....	850.00	850.00	F. F. Pierson, Jr.	21
22	...	1	...	...	1	30,000	...	.....	1	4,000	1	1	...	...	...	...	...	1	...	1	1	...	...	2,400.00	600.00	3,000.00	Earl D. Hewes	22
23	...	9	...	...	9	410,000	...	.....	.....	.....	1	8	3	1	...	...	...	10	5	2	1	...	...	75,675.91	.....	90,580.33	Francis J. Pierson	23
24	...	1	...	...	1	.....	...	.....	.....	.....	1	1	...	...	...	...	1	3	1	...	...	...	...	.....	.....	.....	Alfred H. Pearson	24
25	...	...	...	1	1	3,500	...	.....	1	300	...	1	...	...	...	...	...	...	...	1	...	...	...	.....	180.00	180.00	Elizabeth B. Pierce	25
26	3	23	...	...	26	4,793,981	5	272,050	80	740,660	2	53	1	2	2	...	5	65	9	14	1	14	1	136,500.00	11,184.00	236,936.60	Joseph F. Suttner	26
a	...	45	...	...	45	[3]468,482	...	.....	28	42,562	1	...	...	...	...	10	...	...	...	56	49	...	...	.....	24,822.00	54,837.00	Carl H. Burkhardt	a
27	...	1	1	...	2	[53]35,000	...	.....	.....	.....	1	1	...	...	...	1	...	...	...	...	...	...	...	.....	.....	.....	T. H. Evans	27
28	...	2	...	...	2	10,500	...	.....	.....	.....	1	...	1	...	...	...	...	1	...	1	...	...	...	.....	280.00	280.00	Howard E. Reynolds	28
29	...	1	...	...	1	.....	...	.....	.....	.....	...	1	1	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	M. H. Buckley	29
30	...	1	...	1	2	.....	...	.....	.....	.....	1	3	...	...	...	...	1	2	...	...	...	...	...	.....	.....	.....	William O. Drake	30
31	...	1	...	...	1	.....	...	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	L. T. Wilcox	31
32	...	1	...	...	1	.....	...	.....	.....	.....	1	1	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	L. G. Bursey	32
33	...	...	...	...	...	.....	...	.....	.....	.....	...	...	...	...	...	...	...	3	...	...	...	...	...	.....	.....	.....	W. J. Braman	33
34	...	1	...	...	1	25,000	...	.....	.....	.....	2	1	...	...	...	...	...	3	...	...	...	...	...	.....	.....	.....	Solon L. Butterfield	34
35	...	...	...	1	1	23,000	1	• 1,500	.....	.....	1	1	...	...	...	...	...	2	1	...	...	...	...	.....	.....	.....	Peter J. Carpenter	35
36	...	2	...	3	5	23,000	...	.....	4	15,439	1	...	2	...	...	...	...	7	...	9	...	3	...	.....	7,066.00	7,066.00	K. Hoeppner	36
37	...	1	...	...	1	.....	...	.....	.....	.....	1	1	...	...	...	...	...	4	1	...	...	...	...	700.00	.....	700.00	Mrs. A. E. Nield	37
38	...	3	...	4	7	[3]97,810	...	.....	17	8,910	...	1	...	...	...	...	...	...	...	1	1	...	...	.....	645.00	645.00	Vivian D. Wills	38
39	...	...	...	...	...	.....	...	.....	.....	.....	4	5	1	...	...	...	1	5	2	...	...	...	...	.....	.....	.....	Arthur B. Weaver	39
40	...	1	...	...	1	12,033	...	.....	.....	.....	...	2	...	...	...	...	...	8	...	...	...	...	...	.....	.....	.....	James H. Glenn	40
41	...	3	...	...	3	.....	...	.....	.....	.....	2	3	...	...	...	...	1	1	...	...	...	...	...	.....	.....	.....	J. F. Robinson	41
42	1	4	...	...	5	86,000	1	15,000	.....	.....	1	2	1	...	...	...	...	6	...	3	...	3	...	2,500.00	.....	2,500.00	G. R. Bodley	42
43	1	6	...	...	7	229,495	1	.....	.....	.....	2	3	1	...	...	...	...	4	...	...	...	...	...	.....	.....	14,317.56	Ruth Sherburne	43
a	1	...	...	2	3	.....	1	.....	4	.....	...	...	...	...	...	...	...	...	...	10	6	5	2	.....	.....	6,679.75		a
44	1	2	...	...	3	[3]21,000	...	.....	.....	.....	2	2	...	...	...	...	1	11	...	...	...	...	...	.....	.....	.....	A. E. Severn	44
45	...	1	...	...	1	11,280	...	.....	.....	.....	1	1	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Oscar Gustafson	45
46	...	2	...	...	2	5,700	...	.....	.....	.....	1	2	1	...	...	...	...	...	...	1	2	...	...	.....	160.00	160.00	Harry S. Lawler	46
47	...	1	...	...	1	.....	...	.....	.....	.....	1	...	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	Marvin C. Williams	47
48	...	2	...	...	2	28,000	1	17,806	1	12,000	1	1	...	...	...	...	...	3	...	3	1	3	1	.....	3,120.00	3,120.00	Robert W. Crawford	48
49	...	4	...	...	4	.....	...	.....	.....	.....	2	2	...	...	...	...	...	2	...	4	2	...	...	.....	.....	.....	Mrs. John Campbell	49
50	...	3	...	[58]3	[3]2,136	...	...	.....	.....	.....	1	1	...	...	...	...	2	9	...	3	3	...	...	.....	.....	.....	F. H. Robinson	50
51	...	3	1	1	5	52,982	1	7,500	7	.....	1	1	...	...	...	...	1	1	...	8	...	8	...	7,200.00	8,550.00	.....	A. Raeburn Benson	51
52	...	...	...	11	11	[3]34,672	...	.....	3	29,365	...	...	...	...	...	...	1	4	...	7	...	7	...	6,500.00	6,650.00	.....	E. E. Bredbenner	52
a	...	...	...	...	...	.....	...	.....	.....	.....	1	1	1	1	...	...	...	...	...	...	...	...	...	.....	.....	.....	Richard S. Baker	a
53	...	9	...	...	9	.....	...	.....	.....	.....	3	2	...	...	...	...	...	21	...	14	1	...	...	.....	2,135.00	2,135.00	H. T. Watson	53
54	1	2	...	...	3	[59]7,911	1	[59]6,243	.....	.....	1	1	...	...	...	...	...	6	1	...	...	...	...	.....	.....	.....	Margaret E. Mulac	54
55	...	...	...	8	8	[3]51,419	...	.....	6	1,145	1	1	...	...	...	1	...	6	...	...	...	...	...	.....	.....	.....	Henry G. Nadin	55
56	...	1	...	...	1	30,000	...	.....	.....	.....	1	1	...	...	...	...	1	4	...	...	...	...	...	.....	.....	.....	E. J. Reifsteck	56
57	...	5	...	...	5	108,590	...	.....	5	41,757	1	3	...	...	...	...	...	4	1	15	15	5	4	.....	11,381.74	15,430.24	A. E. Gay	57
58	...	2	...	...	2	.....	...	.....	.....	.....	...	1	1	...	...	...	...	5	...	...	...	...	...	.....	.....	.....	R. J. Whitney	58
59	...	3	...	...	3	33,700	...	.....	.....	.....	...	...	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Frederic P. Singer	59
60	...	...	...	...	...	.....	...	.....	.....	.....	1	4	2	...	1	...	1	6	1	...	...	...	...	.....	.....	50,000.00	F. T. Burke	60
61	...	4	...	...	4	5,780	...	.....	2	420	3	1	...	...	...	...	...	2	...	4	...	...	...	.....	500.00	500.00	Frank G. Lindsey	61
62	...	...	...	1	1	[3]6,703	...	.....	3	5,570	...	2	...	...	...	...	...	1	...	6	1	4	1	.....	5,960.00	5,960.00	F. Fulton Carpenter	62
63	...	...	...	17	17	365,350	2	44,483	14	75,667	1	8	...	...	...	...	1	16	...	45	5	9	1	4,262.99	22,921.00	27,183.99	R. Walter Cammack	63
64	1	2	...	2	5	868,949	...	.....	3	.....	...	7	...	...	...	...	1	8	...	7	...	7	...	.....	7,000.00	7,000.00	Douglas G. Miller	64
65	...	...	...	13	13	192,603	...	.....	6	1,150	1	7	1	...	...	...	...	3	...	49	16	11	...	.....	11,520.00	11,520.00	Samuel H. Giangreco	65

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	N. Y.—Cont.															
			Department of Parks	61	83	144	....	....	8,000.00	4,000.00	296,234.50	.....	296,234.50	[61]308,234.50	M	1
			Board of Education	506	1027	5	....	....	.....	48,682.72	619,848.69	345,000.00	964,848.69	1,013,531.41	M	a
1	New York City	7,000,000	Community Councils of the City of New York, Inc.	5	1	....	....	....	.....	2,639.89	2,166.76	.....	2,166.76	4,806.65	P	b
			Brooklyn Parks and Playgrounds Committee	5	2	1	....	....	.....	857.60	1,920.00	1,240.00	3,160.00	4,017.60	P	c
			Recreation Commission, Bureau of													
2	Niagara Falls	76,000	Parks	28	28	1	....	....	.....	13,222.60	7,575.00	30,246.63	37,821.63	51,044.23	M	2
			Community Center Association	1	1	2	....	....	900.00	200.00	2,000.00	900.00	2,900.00	4,000.00	P	a
3	North Tarrytown	8,000	Recreation Commission	1	1	1	....	....	700.00	1,000.00	2,000.00	.....	2,000.00	3,700.00	M	3
4	North Tonawanda	20,000	Board of Education	6	....	....	....	....	.....	.....	.....	.....	.....	11,632.00	M	4
5	Norwich	8,000	Recreation Commission	3	1	....	....	....	.....	50.00	800.00	.....	800.00	850.00	M	5
6	Nyack	5,392	Women's Civic League	....	1	....	....	1	.....	.....	.....	.....	.....	412.00	P	6
7	Olean	20,000	School Board	....	....	....	....	....	.....	679.30	.....	1,470.18	1,470.18	2,149.48	M	7
8	Oneida	10,558	Park and Playground Commission	1	7	....	....	....	120.00	252.00	716.00	1,593.00	2,309.00	2,681.00	M	8
9	Oneonta	13,900	Board of Education	4	3	....	....	....	.....	.....	460.00	.....	460.00	600.00	M	9
10	Ossining	16,000	Recreation Commission	10	10	2	....	....	771.91	2,282.38	6,207.71	1,042.00	7,249.71	10,304.00	M	10
11	Oswego	25,000	Department of Works	10	....	....	....	....	.....	.....	.....	.....	.....	.....	M	11
12	Pelham	12,000	Public Schools	1	....	....	....	....	.....	.....	.....	.....	.....	1,500.00	M	12
13	Pleasantville	4,950	Recreation Commission	4	....	....	....	....	.....	.....	.....	.....	.....	3,000.00	M	13
14	Port Chester	23,000	Recreation Commission	5	6	1	....	....	.....	2,928.38	3,258.00	.....	3,258.00	6,186.38	M	14
15	Port Jervis	9,000	City and T. E. R. A.	....	....	....	....	....	.....	215.83	623.14	.....	623.14	838.97	M	15
			Board of Education	9	23	....	....	....	1,440.26	3,806.25	4,327.25	1,193.50	5,520.75	10,767.26	M	16
16	Poughkeepsie	45,000	Board of Public Works	4	2	....	....	....	.....	5,100.00	1,800.00	3,110.00	4,910.00	10,010.00	M	a
17	Purchase	500	Purchase Community, Inc.	1	1	1	....	....	.....	.....	.....	.....	.....	8,400.00	M&P	17
18	Rhinecliff	400	Morton Memorial Library and Community House	....	1	....	....	....	.....	.....	1,800.00	600.00	2,400.00	2,400.00	P	18
19	Rockville Center	16,000	Board of Education	2	3	....	....	....	.....	.....	.....	.....	.....	1,500.00	M	19
20	Rome	32,000	Public Works Department	10	10	1	10	5	200.00	1,447.73	4,547.76	.....	4,547.76	6,195.49	M	20
21	St. Johnsville	2,100	Village Trustees	1	....	....	....	....	.....	.....	90.00	.....	90.00	190.00	M&P	21
22	Sag Harbor	3,000	Park and Recreation Association	....	....	....	....	....	.....	.....	.....	.....	.....	3,000.00	M	22
23	Scarsdale	11,000	Community Service	4	4	....	3	9	.....	341.07	830.00	.....	830.00	1,171.07	P	23
			Municipal Recreation Commission	30	28	4	....	....	.....	12,268.94	13,390.00	4,270.00	17,660.00	29,928.94	M	24
24	Syracuse	210,000	Dunbar Social Center	2	1	3	2	3	465.00	373.00	3,500.00	600.00	4,100.00	4,938.00	P	a
25	Tarrytown	6,841	Recreation Commission	....	1	1	....	1	.....	900.00	1,725.00	.....	1,725.00	2,625.00	M	25
26	Troy	75,000	Department of Recreation	17	12	2	....	....	25,000.00	9,075.00	8,350.00	13,925.00	22,275.00	56,350.00	M	26
27	Utica	104,000	Recreation Commission	20	24	2	....	....	736.70	2,375.00	10,140.00	.....	10,140.00	13,251.70	M	27
28	Warsaw	3,477	Park Committee, Village Board	1	....	....	....	....	3,235.76	597.02	56.25	1,422.26	1,478.51	5,311.29	M	28
29	Watertown	32,000	Recreation Commission	12	8	1	4	....	.....	5,555.00	10,080.00	.....	10,080.00	15,635.00	M	29
30	Watervliet	16,083	Recreation Commission	16	65	....	....	....	.....	150.00	1,381.00	.....	1,381.00	1,531.00	M	30
31	Westchester Co.[64]	520,947	County Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	706,690.87	C	31
32	Whitehall	4,500	Recreation Commission	1	....	....	2	2	2,000.00	400.00	200.00	.....	200.00	2,600.00	P	32
			Board of Education	9	6	....	....	....	150.00	350.00	2,200.00	.....	2,200.00	2,700.00	M	33
33	White Plains	37,500	Recreation Park Commission	4	1	5	4	2	5,127.00	2,660.00	9,990.00	15,798.00	25,788.00	33,575.00	M	a
34	Yonkers	135,000	Recreation Commission	108	89	26	....	....	700.00	10,218.00	28,558.00	29,450.50	58,008.50	68,926.50	M	34
	North Carolina															
35	Asheville	50,193	Negro Welfare Council[21]	1	....	1	15	15	.....	584.00	1,080.00	416.00	1,496.00	2,080.00	M&P	35
36	Canton	5,200	Y. M. C. A.	1	....	....	8	....	.....	2,180.00	680.00	.....	680.00	2,860.00	P	36
37	Durham	55,000	Recreation Commission	14	9	4	19	17	2,500.00	6,964.00	7,899.25	1,874.00	9,773.25	19,237.25	M	37
38	Gastonia	17,094	Parks and Playgrounds Committee	1	....	....	....	....	.....	.....	744.88	558.09	1,302.97	1,302.97	M	38
39	Goldsboro	17,500	Wayne County Memorial Community Association	1	2	3	....	4	1,800.70	2,063.48	3,095.00	2,330.51	5,425.51	9,289.69	M&P	39
40	Greensboro	62,000	Recreation Commission	37	15	6	6	15	2,206.11	4,511.52	9,162.45	1,490.59	10,653.04	17,370.67	M	40
41	High Point	42,000	Parks and Juvenile Commission	7	....	....	....	....	.....	.....	.....	.....	.....	.....	M	41
42	Montreat	5,000	Mountain Retreat Association	1	2	....	....	....	.....	.....	300.00	.....	300.00	975.00	P	42
43	Raleigh	40,000	Recreation Commission	1	....	....	....	....	.....	.....	600.00	.....	600.00	1,000.00	M	43
44	Roanoke Rapids	10,000	School Board	1	....	....	2	....	.....	.....	250.00	.....	250.00	425.00	M	44
45	Wilmington	32,287	Department of Public Works	....	....	....	....	....	625.00	625.00	.....	2,353.00	2,353.00	3,603.00	M	45
46	Winston-Salem	75,288	Public Recreation Commission	11	11	2	2	3	.....	4,561.64	7,140.49	2,819.20	9,959.69	14,521.33	M&P	46
	North Dakota															
47	Bismarck	11,090	City, School Board, Park Board and World War Memorial Board	6	5	....	....	....	1,400.00	5,373.69	1,500.00	1,932.68	3,432.68	10,206.37	M	47
48	Devils Lake	6,200	Board of Park Commissioners	1	....	....	....	....	.....	.....	400.00	1,800.00	2,200.00	8,384.93	M	48
49	Fargo	30,000	Park Board	5	1	....	9	16	.....	4,365.25	2,442.54	6,792.00	9,234.54	13,599.79	M	49
50	Grand Forks	17,000	Board of Park Commissioners	5	2	....	....	12	2,873.97	1,923.65	1,752.50	4,646.81	6,399.31	11,196.93	M	50
51	La Moure County	11,517	County Park Board	1	....	....	....	....	300.00	.....	150.00	960.00	1,110.00	1,410.00	M	51
52	Lisbon	1,650	Park District	1	....	....	1	1	117.60	.....	500.00	92.49	592.49	710.09	M	52
53	Mott	1,036	City, American Legion and Auxiliary	....	....	....	....	....	.....	.....	.....	.....	.....	875.00	M&P	53
54	Parshall	500	City Council	1	....	....	2	2	.....	.....	56.00	.....	56.00	56.00	M	54
55	Renville County[66]	7,623	F. E. R. A. and W. P. A.	....	....	....	8	10	.....	.....	.....	.....	.....	1,500.00	M	55
56	Tuttle	385	Village of Tuttle and Athletic Association	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M&P	56
57	Wahpeton	3,176	Welfare Board and W. P. A.	....	....	....	....	....	.....	.....	.....	.....	.....	300.00	M	57
	Ohio															
			School Board	37	5	....	....	....	.....	4,336.41	7,124.97	2,303.96	9,428.93	13,765.34	M	58
58	Akron	259,000	Municipal Recreation Commission	45	....	1	....	....	1,500.00	2,670.00	4,514.00	1,255.00	5,769.00	9,939.00	M	a
59	Athens	7,000	School Board and Ohio University	....	....	....	12	3	100.00	150.00	.....	.....	.....	250.00	P	59
60	Bluffton	2,035	Board of Education	1	....	....	....	....	.....	89.74	105.85	127.62	233.47	323.21	M	60
61	Bowling Green	7,000	Recreation Commission	8	2	1	4	....	5,000.00	.....	.....	.....	4,000.00	8,000.00	M&P	61
62	Cambridge	16,129	Department of Public Service	....	....	....	....	....	.....	.....	.....	.....	.....	2,800.00	M	62
63	Canton	120,000	Recreation Board, City School District	92	26	7	25	15	3,432.83	6,985.97	15,903.50	4,292.50	20,196.00	30,614.80	M	63
64	Cincinnati	467,000	Public Recreation Commission[68]	251	82	19	257	106	223,540.27	49,166.61	71,323.38	44,434.06	115,757.44	[69]391,964.32	M	64

RECREATION STATISTICS FOR 1935

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Expenditures: Employed Full Time: No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	215				215	8,412,000	106	1,255,343			35	134	3		10		2	366	72	375	175	375	175		419,596.29	[62]419,596.29	James V. Mulholland	1
a		392			392	8,715,865			118	3,564,480	15	17				39				196	104				370,000.00	370,000.00	William J. McAuliffe	a
b		5			5		1				1	2				1		4									Frank Peer Beal	b
c	1	4			5	153,440					1	2								6	3						Evelyn R. Meyers	c
2		15			15	84,409			6			3		1	1		1	14	2	63	3					54,896.30	Victor de Wysocki	2
a							1	16,100	6											2	2	2	2	3,841.00	3,841.00	J. M. Pollard, Sr.	a
3				3	3	45,150			2	10,600		1								2		2		613.42	881.02	Earl Brooks	3
4		8	6		14	138,900	8	101,400	6	37,500	8	12				1		11		9	1	9	1		12,936.00	William L. Ramsey	4
5		2			2	[3]13,085			1	1,000	1						1	2	1								K. E. Beyer	5
6		1			1	7,948			1	6,823		1						1		1	1					345.50	Edna B. Hopkins	6
7																	1	3									H. W. Stone	7
8	1	1		5	7	53,416			5	7,102	3	3						7		12	1	5		5,500.61	5,636.61	Henry Brophy	8
9		3			3	10,000					2	1						5									W. E. Long	9
10	1	4			5	117,403	1	125,979			1	3						7		5	2			3,408.00	3,408.00	Mary M. Halpin	10
11				5	5						1	8						4		3							J. Francis Gill	11
12	1				1						1	1															J. C. Brown	12
13																	1										Charles Canfield	13
14	3			3	6	[3]121,720			6	16,186		3								12	2	7	2	10,481.92	10,481.92	Doris E. Russell	14
15		2		1	3	75,000							2							[63]8	[63]2			1,869.40	1,869.40	Edward E. Noe	15
16		7			7	88,000					2	3						6	1	4	3			600.00	600.00	Sam J. Kalloch	16
a							1					3		1			1	4									Thomas F. Lawlor	a
17							1					1						2									Marion D. Coday	17
18		1			1	10,000	1																				Harriett E. Woolley	18
19		3			3				4		2	1						3		1	2						F. B. Watson	19
20		5		4	9	400,000						6					4	10		6	6	6	6	14,805.15	3,816.50	33,763.93	William L. Koch	20
21		1			1	1,900			1		1	1						3	1	1					144.00	144.00	John Alofs	21
22											1	1				1		4									W. F. Youngs	22
23		2			2				2																		Alice V. Mercer	23
24				28	28	1,110,500	11	183,000	70	200,384	3	17		2			9	85	1	99	39	99	39	26,050.00	49,616.65	206,119.06	Smith T. Fowler	24
a		1			1	81,008	1	35,873	5	6,104										3	3	3	3		3,600.00	3,600.00	Golden B. Darby	a
25		3			3	79,964	1	8,343	8	19,288	1	2						2		6	1				3,024.00	3,024.00	Pauline P. Foley	25
26		9			9	155,207	1				1	5		1			1	25	3								Paul J. Lynch	26
27		9		7	16	[3]455,127			9	46,702	1	4						18	3	18	10	1		15,592.58	15,592.58	M. Esthyr Fitzgerald	27
28		1			1	4,928						1						6	1	1				3,642.50	168.75	5,986.17	Lewis H. Bishop	28
29			2	5	7	98,619	1	50,000	4	1,500	1	2					2	14	1	13	2	13	2		10,000.00	10,000.00	William I. Graf	29
30		4			4	[3]52,000					4	4						2									Charles Maloney	30
31											5	10	5		4		3	8	1								Herman W. Merkel	31
32	1	3			4	47,000	1	20,000	1	8,800	3	2	1					2	1	2	1	2	1	2,577.00	2,577.00	Joseph S. Manell	32
33		7			7	[3]65,094					5	5															Frank B. McGovern	33
a	12				12	126,999	1		13		7	8				1		7	1	23	7	23	7	14,600.00		22,600.00	Frank T. Hanlon	a
34		31			31	371,057			33	220,618	3	11				2		27	3	16	6	16	6	102,792.99	21,892.00	124,684.99	James F. McCrudden	34
35		5	7		12	71,175			5	2,000	1	1					1			9	23				5,000.00	5,000.00	L. G. Blackus	35
36				2	2	42,212			1	20,184	2					1		2									G. C. Suttles	36
37	2	11			13	[65]30,800	2	28,460	3	16,350	3	4				1	2	15	5	26	9	26	9	8,477.00	4,538.00	13,015.00	C. R. Wood	37
38												4		1				2									H. Rutter	38
39		7			7	19,000	2	138,091	1	600						1				11	13				1,500.00	1,500.00	Charles Stapleton	39
40	5	3			8	[3]65,150	1	1,500	5	22,000	1	11	1					26	5		12				3,600.00	4,600.00	Daniel R. Neal	40
41	10				10	177,000						8		1			1	4	1	6	13						W. F. Bailey	41
42		2			2	[3]500	2				1	1	1				1	4									A. R. Bauman	42
43	15	5			20		1		10		6	4						8		15	16				1,593.50	1,743.50	George Washburn	43
44	2				2				2		2					1		2								75.00	C. W. Davis	44
45												2	1		1			8						10,000.00		10,000.00	J. E. L. Wade	45
46		4		6	10	378,510			8	33,975	1	11				2	3	69	1	17	1				1,182.59	1,182.59	Loyd B. Hathaway	46
47		6		2	8	6,000	1	299,570				1		1			1	6		1				500.00	500.00	2,500.00	Myron H. Atkinson	47
48		1	3		4	16,000	1	3,000	2	15,000	3	2						5	1					50,000.00	50,000.00	50,000.00	Noel Tharalson	48
49		8			8	5,824						2	1		1	1		8									F. G. Storrs	49
50				3	3	14,565	1				2				1		1	8	1	7	1					6,543.44	Mrs. M. B. Kannowski	50
51		1			1				1			1	1				1		1								C. R. Opsahl	51
52		2	1		3	17,500	1	5,000	1	2,500	1	1	1	1				1	1	1	1	1		1,800.00	200.00	2,000.00	C. G. Mead	52
53												1	1					2									H. W. Batty	53
54														1			1			1				3,000.00		3,400.00	A. O. Fuglie	54
55									12	7,840	3	12		2			1	2		2	1			2,400.00	720.00	3,120.00	Albert Strand	55
56												1		1													M. Hutchinson	56
57							1		3								1			7					850.00	850.00	Max Simmer	57
58		23			23	[3]435,580			10	155,000	11	2				2		4		38	13				31,000.00	31,000.00	H. S. Vincent	58
a									15	74,710		21	1		[67]1			8		13	1				1,638.00	1,638.00	Rowan R. White	a
59			3	1	4	44,500			1	2,000	1	1								2	1				330.00	330.00	A. H. Rhoads	59
60				1	1				1		1	1	1					2	1								A. J. B. Longsdorf	60
61				6	6	97,000			4		1	3		1			1		2	6		6			5,000.00	6,000.00	Ford Murray	61
62													1					5	1								Arthur Beach	62
63				10	10	309,890			13	29,380		5					3	18	3	39	15	39	15	15,000.00	17,350.00	43,000.00	C. W. Schnake	63
64	9	22		53	84	[70]996,637	18	176,638	135	[71] 464,210	2	42		1	1	10	[72]38	85		192	69	4		491,907.05	96,596.21	591,503.26	Tam Deering	64

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages					
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total		
	Ohio—Cont.															
1	Cleveland	900,429	Department of Parks and Public Property	64	62	90	....	....	.....	50,243.39	.....	.....	109,913.74	160,157.13	M	1
			Board of Education	134	159	1	....	....	.....	10,897.35	39,413.44	899.96	40,313.40	51,210.75	M	a
			Hiram House	9	10	....	....	2	.....	1,275.63	2,497.41	.....	2,497.41	3,773.04	P	b
2	Cleveland Metropolitan Park Dist.	1,250,000	Metropolitan Park Board[73]	5	....	....	....	....	.....	.....	.....	.....	.....	23,948.76	M	2
3	Cleveland Heights	55,000	Division of Public Recreation, Board of Education	66	52	2	8	6	.....	2,208.36	11,832.50	968.30	12,800.80	15,009.16	M	3
4	Columbus	290,564	Division of Public Recreation	114	33	5	....	6	.....	.....	.....	.....	.....	80,355.74	M	4
5	Dayton	200,982	Bureau of Recreation, Division of Parks, Department of Public Welfare	11	2	7	....	....	8,684.73	22,730.53	13,518.22	52,398.46	65,916.68	97,331.94	M	5
6	Defiance	9,000	Men's East Defiance Booster Club	1	1	....	20	....	.....	500.00	300.00	250.00	550.00	1,050.00	P	6
7	Edon	500	School Board	1	....	....	....	....	.....	.....	300.00	.....	300.00	300.00	M	7
8	Fremont[74]	15,000	Board of Education and F. E. R. A.	1	....	....	....	....	.....	30.00	300.00	.....	300.00	330.00	M	8
9	Hamilton	52,000	Department of Parks and Recreation	14	....	....	4	4	.....	3,670.00	4,650.00	7,882.61	12,532.61	16,202.61	M	9
10	Hamilton Co.[75]	589,356	Department of Public Welfare	2	....	2	4	2	.....	.....	2,152.80	.....	2,152.80	2,152.80	C	10
11	Kenton	8,000	Recreation Commission	1	....	....	....	....	50.00	50.00	100.00	.....	100.00	200.00	M&P	11
12	Lakewood	75,000	Recreation Department, Board of Education	57	22	1	....	....	.....	4,290.00	14,825.17	.....	14,825.17	19,115.17	M	12
13	Lima	42,000	Recreation Commission	35	5	....	3	....	881.00	1,523.26	4,497.83	675.73	5,173.56	7,577.82	M	13
14	Mansfield	33,000	Municipal Recreation Board	8	7	....	....	....	.....	1,168.35	1,875.63	.....	1,875.63	3,043.98	M	14
15	Mariemont	1,800	Thomas J. Emery Memorial	....	....	....	12	8	.....	1,000.00	.....	3,000.00	3,000.00	4,000.00	P	15
16	Massillon	27,000	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	16
17	Middletown	30,000	Department of Parks	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	17
18	Newark	31,000	Board of Education	3	1	....	....	....	.....	200.00	935.05	2,521.30	3,506.35	3,706.35	M	18
19	New Boston	5,000	Citizens Forum	....	....	....	5	....	25.00	.....	.....	25.00	25.00	50.00	P	19
20	Niles	16,000	Recreation Service and Park Board	3	1	1	20	10	2,916.50	820.28	2,630.66	2,844.63	5,475.29	8,012.07	M	20
21	North Canton	2,648	Y. M. C. A.	1	1	....	....	....	.....	.....	.....	.....	.....	1,860.00	P	21
22	Norwood	36,000	Recreation Commission	10	9	....	....	2	15,000.00	325.00	2,200.00	300.00	2,500.00	17,825.00	M	22
23	Orrville	4,800	Park Commission	4	2	....	....	....	.....	.....	310.00	.....	310.00	[2]310.00	M	23
24	Piqua	17,000	School Board	6	8	....	25	25	.....	200.00	900.00	.....	900.00	1,100.00	P	24
25	Portsmouth	45,000	Park Commission	4	1	....	....	....	.....	.....	800.00	4,500.00	5,300.00	5,300.00	M	25
26	Rocky River	6,600	Park Committee	....	....	....	....	....	345.00	276.16	.....	1,174.70	1,174.70	1,795.86	M	26
27	Salem	10,000	Memorial Building Association	1	....	1	....	....	.....	.....	.....	.....	.....	5,000.00	P	27
28	Sandusky	23,000	City and F. E. R. A.	1	....	....	3	2	.....	.....	250.00	.....	250.00	250.00	M	28
29	Shaker Heights	23,000	School Board	3	2	....	....	....	750.00	.....	.....	.....	2,873.25	3,623.25	M	29
30	South Euclid	6,000	Municipal Council	1	1	....	....	....	.....	212.16	450.00	148.50	598.50	810.66	M	30
31	Springfield	70,000	Playground Association	19	1	....	5	2	423.74	678.08	1,015.50	120.50	1,136.00	[2]2,237.82	P	31
32	Steubenville	35,418	Department of Parks and Recreation	8	6	2	1	....	2,880.07	.....	4,673.94	.....	4,673.94	16,997.42	M	32
33	Tiffin	17,000	Council of Social Agencies	1	....	....	....	1	.....	.....	105.00	.....	105.00	105.00	P	33
34	Toledo	300,000	Division of Recreation, Department of Public Works	4	4	2	5	5	.....	10,493.00	9,882.00	41,891.00	51,773.00	62,266.00	M	34
			Frederick Douglas Community Association[21]	1	1	2	3	2	1,298.77	2,239.41	2,295.00	615.75	2,910.75	6,448.93	P	a
35	Toronto	8,000	Recreation Board	....	1	....	....	....	.....	.....	175.00	100.00	175.00	275.00	M	35
36	Van Wert	8,500	Y. M. C. A.	1	....	....	10	....	200.00	75.00	1,200.00	400.00	1,600.00	1,875.00	P	36
37	Wapakoneta	5,500	School Board	1	1	....	1	....	.....	300.00	.....	.....	795.00	1,095.00	M	37
38	Wooster	11,000	School Board	3	3	....	....	1	.....	85.00	115.00	.....	115.00	200.00	P	38
39	Youngstown	170,000	Park Department	31	23	1	....	....	44,000.00	10,000.00	14,451.00	40,000.00	54,451.00	108,451.00	M	39
			Mill Creek Park Commission	6	....	1	....	....	6,701.58	7,261.99	4,011.03	20,615.99	24,627.02	38,590.59	M	a
			Playground Association	9	5	2	....	....	2,000.00	.....	4,000.00	.....	4,000.00	6,000.00	P	b
40	Zanesville	36,440	Playground Commission	3	6	....	....	....	.....	120.00	870.00	.....	870.00	990.00	M	40
	Oklahoma															
41	Cherokee	2,200	City Commission	2	1	....	....	....	.....	173.10	228.00	735.09	963.09	1,136.19	M	41
42	Cushing	10,000	Chamber of Commerce	2	....	....	....	....	.....	.....	60.00	.....	60.00	60.00	P	42
43	Guthrie	10,000	City of Guthrie	1	....	....	....	....	.....	.....	300.00	200.00	500.00	500.00	M	43
44	Mangum	5,000	City of Mangum	1	....	....	....	....	.....	.....	.....	.....	.....	2,400.00	M	44
45	Oklahoma City	200,000	School Board	41	32	....	....	....	.....	2,700.00	8,000.00	.....	8,000.00	10,700.00	M	45
			Recreation Division, Park Department	28	47	1	409	630	704.31	.....	11,641.60	.....	11,641.60	34,792.03	M	a
46	Okmulgee	17,500	School Board	3	1	....	....	....	.....	.....	.....	.....	.....	3,000.00	M	46
47	Ponca City	16,500	City and School Board	7	....	....	....	....	.....	.....	800.00	.....	800.00	1,500.00	M	47
48	Tulsa	145,000	Board of Park Commissioners	11	2	4	7	2	.....	.....	5,940.00	.....	5,940.00	27,340.00	M	48
	Oregon															
49	Albany	5,500	City and School Board	1	....	....	....	....	.....	250.00	240.00	.....	240.00	490.00	M	49
50	Ashland	4,500	Park Commission	....	1	....	....	....	.....	.....	120.00	.....	120.00	120.00	M	50
51	Bend	8,848	School Board	1	1	....	....	....	.....	.....	438.99	.....	438.99	757.18	M	51
52	Burns	2,500	Recreation Committee	1	....	....	....	....	.....	300.00	375.00	.....	375.00	675.00	M	52
53	Carlton	765	City of Carlton	....	1	....	1	....	3,050.00	74.50	68.00	.....	68.00	3,192.50	M	53
54	Corvallis	7,585	Parent Teacher Association	2	1	....	1	2	.....	27.88	470.20	20.00	490.20	518.08	M&P	54
55	Eugene	18,893	Playground and Community Recreation Association	4	7	....	....	....	.....	.....	2,097.05	.....	2,097.05	2,840.67	M	55
56	Klamath Falls	18,000	City of Klamath Falls	2	1	....	....	1	.....	.....	500.00	.....	500.00	659.00	M	56
57	La Grande	8,000	Playground and Recreation Association	2	1	....	4	6	.....	46.21	226.00	.....	226.00	272.21	P	57
58	Pendleton	7,000	Park Commission	....	2	....	....	....	.....	100.00	320.00	.....	320.00	420.00	M	58
59	Portland	301,815	Playground Division, Bureau of Parks	31	34	9	....	40	.....	.....	24,934.46	.....	24,934.46	91,242.94	M	59
60	Salem	27,000	City and School Board	4	3	....	....	....	8,979.31	1,421.96	1,203.60	.....	1,203.60	11,604.87	M	60
61	Silverton	3,000	City, Recreation Council and E. R. A.	1	....	....	3	4	.....	.....	90.00	.....	90.00	365.00	M	61
62	Springfield	3,000	Recreation Association	....	1	....	....	2	90.00	35.00	100.00	.....	100.00	225.00	P	62
63	Tillamook	2,500	School Board	2	1	....	....	....	.....	.....	.....	.....	.....	.....	M	63
64	West Linn	1,956	City Council	1	....	....	....	....	.....	.....	60.00	.....	60.00	60.00	M	64
	Pennsylvania															
65	Allegheny County[78]	1,374,410	Recreation Bureau, Department of Parks	24	5	3	....	....	.....	5,200.00	6,240.00	12,640.00	18,880.00	24,080.00	C	65
66	Allentown	98,000	Recreation Commission and School Board	53	15	1	4	10	8,000.00	8,200.00	6,440.00	1,350.00	7,790.00	23,990.00	M&P	66
67	Altoona	85,000	Recreation Commission	2	13	....	....	....	.....	.....	1,200.00	1,300.00	2,500.00	2,500.00	M	67

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Expenditures: Leadership	Expenditures: Total	Source of Information	No. of City
1	...	36	...	...	36	[3]$1,284,307	8	.....	...	.....	...	24	3	1	1	5	5	67	...	17	14	...	...	.....	.....	.....	A. S. Kubu	1
a	...	52	...	...	52	1,976,695	...	.....	21	302,690	...	...	...	...	...	1	...	...	...	18	...	18	...	.....	18,900.00	18,900.00	G. I. Kern	a
b	1	...	...	...	1	.....	...	.....	6	.....	1	...	...	...	...	...	...	...	1	7	7	...	...	.....	.....	.....	G. P. Bauer	b
2	...	...	...	...	...	.....	...	.....	...	.....	7	3	2	1	1	...	2	...	1	...	...	...	...	.....	.....	.....	W. A. Stinchcomb	2
3	...	3	5	3	11	[3]$22,750	...	.....	13	.....	1	5	...	...	...	1	...	15	...	9	1	...	...	.....	1,489.50	1,489.50	Earle D. Campbell	3
4	5	...	...	23	28	540,194	5	236,365	8	22,725	...	20	...	...	1	...	2	40	16	20	24	...	...	.....	.....	16,710.76	Grace English	4
5	2	26	...	...	28	.....	2	193,941	2	.....	2	11	1	1	3	1	2	60	7	115	72	7	9	.....	25,000.00	33,000.00	E. V. Stoecklein	5
6	...	1	...	...	1	12,000	...	.....	...	.....	1	1	...	...	...	...	1	...	1	...	...	...	...	.....	.....	.....	Roy B. Cameron	6
7	...	1	...	...	1	3,500	...	.....	...	.....	...	2	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	E. C. Derbyshire	7
8	...	8	...	...	8	59,400	...	.....	2	500	1	...	...	...	...	...	1	2	1	6	12	...	...	.....	816.00	816.00	Marguerite E. Ryan	8
9	...	10	...	...	10	[3]112,320	1	.....	...	.....	2	8	...	...	1	...	...	13	3	5	4	...	...	9,850.00	1,020.00	19,370.00	L. J. Smith	9
10	...	17	...	...	17	63,095	...	.....	21	706,011	...	...	...	...	...	2	...	...	...	51	1	51	1	.....	7,957.80	9,997.80	G. S. DeSole Neal	10
11	...	1	...	...	1	17,500	...	.....	...	.....	1	1	...	...	...	...	...	1	1	...	1	...	1	.....	500.00	500.00	Claude Henkle	11
12	...	10	...	...	10	[3]$360,255	1	175,000	7	15,400	3	17	...	...	...	1	...	14	3	6	...	6	...	.....	3,600.00	10,080.00	Sophie T. Fishback	12
13	...	10	...	...	10	169,179	1	43,788	4	14,914	1	3	...	...	...	...	...	...	3	15	8	...	...	.....	4,624.85	9,365.48	H. G. Danford	13
14	...	7	...	...	7	78,833	...	.....	...	.....	...	2	...	...	...	...	...	4	...	...	...	...	...	.....	.....	.....	Philip Smith	14
15	...	...	...	...	...	.....	1	25,000	...	.....	1	1	...	...	...	...	...	6	...	...	...	...	...	.....	.....	.....	Warren W. Parks	15
16	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	2	8	2	...	...	...	...	.....	.....	.....	Homer R. Snyder	16
17	...	...	...	...	...	.....	...	.....	...	.....	...	3	...	...	...	...	2	3	2	...	...	...	...	.....	.....	.....	D. W. Jacot	17
18	...	7	...	...	7	149,478	...	.....	...	.....	1	2	1	...	...	...	1	15	1	11	7	...	...	.....	1,943.00	1,943.00	L. G. Millisor	18
19	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	1	...	...	...	...	...	...	...	.....	.....	.....	James Warren	19
20	...	6	...	...	6	49,341	2	8,800	2	2,840	...	6	...	...	...	...	1	8	1	6	7	...	...	.....	745.00	745.00	W. G. Llewellyn	20
21	...	2	...	...	2	2,850	...	.....	1	4,600	2	5	...	...	...	...	1	4	...	...	...	...	...	.....	.....	.....	Charles B. Williams	21
22	...	6	...	...	6	50,000	2	.....	6	.....	2	2	...	...	...	1	...	...	2	10	9	2	1	60,000.00	3,200.00	63,200.00	Roland C. Noe	22
23	...	3	...	...	3	11,670	...	.....	...	.....	...	...	...	...	...	...	1	...	...	2	2	...	...	1,380.00	180.00	1,965.00	Frederick Smucker	23
24	...	8	...	...	8	50,000	...	.....	...	.....	1	2	...	...	...	...	...	8	1	4	...	...	...	.....	520.00	520.00	Raymond S. Mote	24
25	...	7	...	...	7	298,125	...	.....	...	.....	7	2	...	...	...	...	...	22	1	...	...	...	...	35,000.00	.....	37,500.00	E. V. Leach	25
26	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	78.00	Frank Mitchell	26
27	...	2	...	...	2	60,000	1	.....	...	.....	...	3	...	...	...	...	...	4	...	2	...	...	...	.....	.....	.....	Joe M. Kelley	27
28	...	5	...	...	5	[3]11,500	...	.....	...	.....	...	...	2	...	...	...	...	...	...	8	4	...	...	.....	750.00	750.00	Winifred L. Waye	28
29	...	...	...	...	...	.....	...	.....	...	.....	4	2	...	...	...	1	...	24	...	...	...	...	...	.....	.....	.....	Charles A. Thornton	29
30	...	5	...	...	5	[4]8,362	...	.....	...	.....	1	1	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Frank G. Curtiss	30
31	...	13	...	...	13	433,000	...	.....	...	.....	...	2	...	...	[2]21	...	[2]21	15	...	14	4	...	...	.....	1,304.40	1,369.64	E. D. Ulrich	31
32	...	6	...	...	6	153,688	1	76,661	1	5,356	2	2	...	1	...	...	...	3	4	...	4	6	2	1	48,373.00	938.60	49,311.60	R. B. McClintock	32
33	...	4	...	...	4	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	14	7	...	...	.....	1,500.00	1,500.00	F. S. Bartholomew	33
34	...	38	...	...	38	[3]$240,160	6	126,000	9	79,000	3	15	...	1	[2]62	...	8	35	...	92	72	...	...	190,000.00	72,000.00	262,000.00	Gordon Jeffery	34
a	...	...	...	...	...	.....	1	74,449	...	.....	...	...	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Clarence L. Thomas	a
35	...	3	...	...	3	10,000	...	.....	1	.....	3	3	...	...	...	...	...	1	...	3	4	...	...	.....	1,000.00	1,000.00	Edna Tarr	35
36	...	...	...	1	1	.....	...	.....	1	5,000	...	...	...	...	...	1	...	2	...	...	...	...	...	.....	.....	.....	Stephen A. Miller	36
37	...	...	...	1	1	20,000	...	.....	...	.....	1	1	...	...	...	...	...	2	1	...	...	...	...	.....	.....	.....	Carl D. Fischer, Jr.	37
38	...	5	...	...	5	12,500	...	.....	...	.....	5	...	...	...	...	...	...	3	1	3	3	...	...	.....	285.00	285.00	Katherine M. Rahl	38
39	...	21	...	...	21	45,000	1	.....	...	.....	...	9	...	1	...	...	4	36	...	...	...	...	...	79,541.00	.....	79,541.00	Tom Pemberton	39
a	...	1	...	1	2	226,260	...	.....	...	.....	...	1	...	1	1	...	...	8	...	13	5	...	...	.....	2,002.50	2,002.50	A. E. Davies	a
b	...	6	...	...	6	.....	...	.....	4	.....	1	...	...	...	...	...	...	...	1	2	...	...	...	.....	250.00	250.00	John Chase	b
40	...	5	...	...	5	[3]25,082	...	.....	...	.....	5	...	...	...	...	...	...	2	1	...	...	...	...	.....	.....	.....	J. T. Walker	40
41	...	1	...	...	1	18,000	...	.....	...	.....	...	...	...	...	...	...	1	2	1	...	...	...	...	.....	.....	.....	Ira A. Hill	41
42	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	W. B. French	42
43	...	1	...	...	1	15,000	...	.....	...	.....	2	...	...	...	...	...	...	4	1	...	...	...	...	.....	.....	.....	E. C. Hafer	43
44	...	1	...	...	1	.....	...	.....	1	6,000	1	1	...	...	...	...	1	2	1	...	...	...	...	.....	.....	.....	H. T. Lawrence	44
45	...	33	...	...	33	231,244	...	.....	31	.....	2	5	...	...	...	6	...	16	1	...	...	...	...	.....	.....	.....	Herschell Emery	45
a	7	22	...	...	29	3,196,013	...	.....	...	.....	1	14	1	[2]41	[2]42	...	6	27	14	18	22	...	...	.....	4,480.20	4,480.20	G. W. Danielson	a
46	...	...	...	5	5	[3]17,500	...	.....	2	500	1	1	...	...	...	...	...	8	4	...	...	...	...	.....	.....	2,200.00	W. Max Chambers	46
47	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	2	4	2	...	...	...	...	.....	.....	.....	George C. Abbott	47
48	...	24	...	...	24	400,000	3	13,500	...	.....	...	5	...	...	1	...	2	41	17	14	25	...	...	.....	4,790.00	4,790.00	Roy U. Lane	48
49	...	4	...	...	4	60,000	...	.....	2	3,000	...	2	1	...	...	...	...	1	1	9	12	...	...	.....	1,500.00	7,800.00	Carl Ellingsen	49
50	...	1	...	...	1	7,360	...	.....	...	.....	...	...	...	...	...	...	[2]72	2	...	1	1	...	...	.....	240.00	285.00	Dorothy Bergstrom	50
51	...	3	...	...	3	18,612	...	.....	2	.....	...	...	...	...	...	1	...	4	...	1	4	...	...	.....	206.80	206.80	R. E. McCormack	51
52	...	2	...	...	2	[3]5,000	...	.....	...	.....	1	...	...	...	...	...	...	...	1	...	1	...	...	.....	150.00	150.00	M. C. Hogan	52
53	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	2	1	...	...	.....	236.50	236.50	Claude Simmons	53
54	...	3	...	...	3	[3]6,270	...	.....	6	.....	...	...	...	...	...	...	...	...	...	5	10	...	...	.....	1,223.60	1,223.60	Kenneth Munford	54
55	...	4	...	1	5	71,289	...	.....	2	3,600	...	1	...	...	...	...	...	4	...	8	6	...	...	.....	2,000.00	2,000.00	G. A. Sprague	55
56	...	2	...	...	2	[3]11,500	...	.....	2	.....	...	...	...	...	...	...	...	1	...	7	5	1	...	.....	1,176.60	1,176.60	Carl K. Cook	56
57	1	5	...	...	6	18,886	...	.....	3	6,000	...	2	...	...	...	...	1	...	...	...	4	...	...	.....	325.00	325.00	Elmo N. Stevenson	57
58	...	2	...	...	2	[3]11,466	...	.....	...	.....	...	...	...	...	...	...	1	2	1	4	7	...	...	.....	477.60	477.60	Mrs. A. C. McIntyre	58
59	...	23	...	...	23	730,358	5	171,041	...	.....	2	13	...	1	2	...	7	61	20	100	100	...	...	.....	.....	.....	C. P. Keyser	59
60	...	2	...	...	2	149,448	...	.....	2	4,000	2	2	...	...	...	...	2	8	...	20	21	...	...	.....	4,132.45	7,609.73	Vernon Gilmore	60
61	...	2	...	...	2	8,711	...	.....	...	.....	...	...	...	...	...	...	1	...	1	3	4	...	...	.....	476.20	576.20	Mrs. J. P. Ballantyne	61
62	...	1	...	...	1	[3]2,200	...	.....	...	.....	1	1	...	...	...	...	...	1	...	2	1	...	...	.....	350.00	350.00	Mrs. Leota Rodenbough	62
63	...	...	...	...	...	.....	...	.....	1	500	1	...	...	...	...	1	...	1	1	3	2	...	...	.....	.....	1,250.00	Frank B. Bennett	63
64	...	1	...	2	3	[3]3,000	...	.....	...	.....	...	2	...	...	...	1	...	1	1	3	3	...	...	.....	.....	.....	Eugene F. Richmond	64
65	...	...	...	...	...	.....	...	.....	...	.....	1	4	...	...	2	...	1	26	3	...	...	...	...	.....	.....	.....	William S. Haddock	65
66	...	18	...	...	18	[3]630,873	6	72,000	3	2,500	1	4	1	...	...	1	3	7	1	14	19	...	...	419,354.67	6,977.40	426,432.07	Irene Welty	66
67	...	15	...	...	15	19,028	...	.....	...	.....	8	5	...	...	...	...	2	8	...	7	...	...	...	.....	1,032.00	1,032.00	R. H. Wolfe	67

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages					
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total		
	Penna.—Cont.															
1	Avalon	6,000	Borough Council	....	....	....	....	....	5,113.69	2,684.00	.....	2,194.86	2,194.86	9,992.55	M	1
2	Carlisle	12,596	Borough and Board of Education	7	6	....	....	....	.....	477.47	1,044.00	.....	1,044.00	1,521.47	M	2
3	Chambersburg	13,788	Borough Council	1	5	....	....	....	500.00	2,500.00	600.00	300.00	900.00	3,900.00	M	3
4	Clearfield	9800	Community Y. M. C. A.	2	1	....	21	32	95.00	360.00	1,800.00	.....	1,800.00	2,255.00	P	4
5	Coatesville	15,000	Department of Parks and Public Property	6	6	....	....	....	.....	800.00	1,840.00	.....	1,840.00	2,640.00	M	5
6	Easton	40,000	School District	5	....	....	....	....	.....	100.00	1,000.00	.....	1,000.00	1,100.00	M	6
7	East Stroudsburg	6,000	Playground Association	1	1	....	....	....	.....	.....	390.00	485.00	875.00	875.00	M	7
8	Ellwood City	12,323	Playground Commission	2	1	....	....	....	.....	280.00	270.00	.....	270.00	550.00	M&P	8
9	Erie	116,000	Commissioners of Water Works	8	....	....	....	....	5,000.40	3,626.42	2,750.00	12,686.12	15,436.12	24,062.94	M	9
10	Greensburg	17,000	Playground Association	5	5	....	....	1	.....	390.03	717.00	327.77	1,044.77	1,434.80	M&P	10
11	Honesdale	6,000	School Board, Union School District	1	....	....	....	....	.....	10.00	50.00	.....	50.00	60.00	M	11
12	Lancaster	60,000	Recreation and Playground Association	1	1	1	24	19	1,200.00	1,282.00	6,010.00	.....	6,010.00	8,492.00	M&P	12
13	Lebanon	28,000	Progressive Playgrounds Association	2	1	....	....	....	.....	234.57	424.00	.....	424.00	658.57	M&P	13
			Southeastern Playground Association	1	1	....	....	....	769.73	112.10	303.00	.....	303.00	1,184.83	M&P	a
14	Lock Haven	9,000	Playground Association	1	5	....	....	....	289.19	.....	432.75	.....	432.75	721.94	M	14
15	Meadville	18,000	Recreation Commission	6	2	....	....	....	250.00	450.00	800.00	.....	800.00	1,500.00	M	15
16	Mechanicsburg	5,647	Recreation Commission	1	1	....	....	....	.....	.....	.....	.....	.....	2,000.00	M	16
17	Monongahela	8,675	Recreation Commission	1	....	....	....	....	.....	50.00	75.00	.....	75.00	125.00	M	17
18	Mount Penn	2,500	Recreation Board	1	1	....	....	....	250.00	60.00	350.00	60.00	410.00	720.00	M&P	18
19	New Castle	51,000	Board of Park Commissioners	2	....	....	....	....	.....	7,352.00	2,100.00	6,134.00	8,234.00	15,586.00	M	19
20	Oakmont	6,027	Senior Woman's Club	....	1	....	....	....	.....	25.00	70.00	.....	70.00	95.00	P	20
21	Palmerton	7,600	Neighborhood House, New Jersey Zinc Company	1	3	4	25	25	.....	.....	.....	.....	.....	.....	P	21
22	Philadelphia	1,950,961	Bureau of Recreation, Department of Public Welfare	154	132	86	....	....	14,884.54	50,236.28	157,299.00	144,281.71	301,580.71	366,701.53	M	22
			Board of Public Education	57	190	....	....	....	.....	2,204.30	34,526.23	4,682.25	39,208.48	41,412.78	M	a
			Playground and Recreation Association	13	7	3	1	6	1,000.00	3,585.06	13,129.91	2,200.00	15,329.91	20,114.97	P	b
			Commissioners of Fairmount Park	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	c
			Smith Memorial Playgrounds	10	12	20	3	18	.....	9,081.47	28,304.50	6,345.65	34,650.15	43,731.62	P	d
			Children's Playhouse	5	3	2	....	....	.....	2,949.19	3,600.00	5,015.00	8,615.00	11,564.19	P	e
23	Phoenixville	14,000	Recreation Commission	3	5	....	....	....	.....	.....	475.00	.....	475.00	1,075.00	M	23
24	Pittsburgh	669,817	Bureau of Recreation, Department of Public Works	146	105	44	....	....	4,738.06	40,000.40	100,840.88	86,446.58	187,287.46	232,025.92	M	24
			Department of Extension Education, Board of Education	37	23	....	....	....	.....	.....	.....	.....	.....	7,610.28	M	a
			Department of Hygiene, Board of Education	45	38	....	....	....	.....	650.00	16,679.25	2,109.24	18,788.49	19,438.49	M	b
			Soho Public Baths	1	3	1	1	1	.....	.....	1,510.25	88.88	1,599.13	1,599.13	M&P	c
25	Punxsutawney	9,500	Y. M. C. A. and Board of Education	1	....	....	....	....	.....	661.56	393.60	129.00	522.60	1,184.16	M	25
26	Reading	111,000	Department of Public Playgrounds and Recreation	72	48	9	78	121	1,326.44	9,288.89	22,214.46	6,491.75	28,706.21	[82]39,321.54	M	26
27	St. Marys	7,500	Boy's Club of St. Marys	3	....	....	....	....	.....	40.60	1,207.82	.....	1,207.82	1,248.42	P	27
28	Scranton	140,000	Bureau of Recreation, Department of Public Works	35	20	8	....	....	30,024.47	12,305.07	15,611.00	14,414.00	30,025.00	72,354.54	M&P	28
29	Somerset	4,395	Lions Club	1	1	....	....	....	60.00	260.00	420.00	40.00	460.00	780.00	P	29
30	Souderton	4,000	Playground Association	4	1	....	....	....	600.00	400.00	.....	.....	800.00	1,800.00	M&P	30
31	Spring Grove	1,500	School Board	....	2	....	....	....	.....	75.00	120.00	.....	120.00	195.00	P	31
32	Sunbury	17,500	Trustees of Oppenheimer Trust Fund	4	2	....	5	3	.....	.....	1,470.00	.....	1,470.00	[2]1,470.00	P	32
			Kiwanis Club	1	1	....	2	2	310.00	178.50	300.00	102.90	402.90	891.40	P	a
33	Warren	14,863	Park Commission	1	5	....	....	....	.....	139.75	750.00	.....	750.00	889.75	M	33
34	West Chester	12,334	Civic Association Recreation Council	6	....	....	20	1	.....	909.36	265.00	530.50	795.50	1,704.86	P	34
35	West Reading	5,000	Board of Recreation	4	2	....	....	....	1,181.41	5,655.56	1,313.00	1,246.25	2,559.25	9,396.22	M	35
36	Wilkes Barre and Wyoming Valley[83]	250,000	Playground and Recreation Association	29	28	3	60	98	.....	2,968.00	14,599.00	608.00	15,207.00	18,175.00	M&P	36
37	Wilkes Barre	86,626	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	7,110.45	M&P	37
38	Wyomissing	4,111	Playground Association	5	3	....	....	....	.....	1,031.26	1,432.87	937.10	2,369.97	3,401.23	M	38
39	York	60,000	Recreation Commission	42	27	2	28	46	560.00	1,144.48	6,516.80	957.94	7,474.74	9,179.22	M	39
			Crispus Attucks Community Center[21]	1	....	1	3	5	.....	2,210.02	1,200.00	600.00	1,800.00	4,010.02	P	a
	Rhode Island															
40	Barrington	5,200	Maple Avenue Community House, Inc.	....	2	1	1	9	.....	476.74	1,560.00	260.00	1,820.00	2,296.74	P	40
41	Central Falls	25,898	Recreation Board	9	9	....	....	....	210.00	110.00	2,450.00	.....	2,450.00	2,770.00	M	41
42	Cranston	48,000	Board of Recreation	7	2	....	....	....	32,000.00	1,150.00	1,950.00	.....	1,950.00	35,100.00	M	42
43	East Providence	33,000	Board of Recreation	7	7	....	....	....	280.00	500.00	1,690.00	500.00	2,100.00	2,880.00	M	43
44	Newport	30,000	Board of Recreation Commissioners	1	1	2	....	....	5,370.00	5,246.00	2,000.00	1,132.00	3,132.00	13,748.00	M	44
45	Pawtucket	80,000	Department of Recreation	21	12	3	....	....	.....	1,087.44	8,664.10	.....	8,664.10	9,751.54	M	45
46	Providence	252,981	Board of Recreation	48	70	10	....	....	1,587.39	7,990.00	19,998.71	.....	19,998.71	29,576.10	M	46
			Park Department[85]	2	2	4	....	....	.....	5,000.00	9,000.00	48,717.74	57,717.74	62,717.74	M	a
47	South Kingston[86]	6,010	Neighborhood Guild and Town Council	6	9	5	2	4	.....	1,397.50	7 306.50	.....	7,306.50	8,704.00	M&P	47
	South Carolina															
48	Charleston	62,000	Board of Parks and Playgrounds	5	10	13	12	4	.....	1,700.00	8,211.00	610.00	8,821.00	10,521.00	M	48
49	Greenville	29,154	Phillis Wheatley Association[21]	1	2	3	6	5	2,000.00	937.21	2,065.45	375.00	2,440.45	5,377.66	P	49
50	Sumter	11,780	Trees and Parks Department	....	1	....	....	....	7,202.93	155.00	600.00	390.00	990.00	8,347.93	M&P	50
51	Union	8,000	City Council	....	....	....	....	....	.....	.....	.....	.....	.....	750.00	M	51
	South Dakota															
52	Aberdeen	18,000	Park Board	....	1	....	....	....	.....	341.54	385.34	.....	385.34	726.88	M	52
53	Britton	1,500	Community Service Center and E. R. A.	1	1	....	....	....	.....	.....	320.00	50.00	370.00	370.00	P	53
54	Canton	2,542	Chamber of Commerce and Red Cross	1	....	....	....	....	.....	300.00	300.00	.....	300.00	600.00	M&P	54
55	Clark	2,000	Board of Education and E. R. A.	1	....	....	3	2	.....	100.00	300.00	.....	300.00	400.00	M&P	55
56	Huron	12,000	Park Board	1	2	....	7	5	.....	350.00	375.00	.....	375.00	725.00	M&P	56
57	Miller	9,485	City and E. R. A.	1	2	....	2	4	.....	.....	375.00	.....	375.00	375.00	M	57
58	Mitchell	12,000	Park Board, City and E. R. A.	4	1	....	....	....	.....	950.00	950.00	4,657.06	5,607.06	6,557.06	M	58
59	Pierre	3,659	City of Pierre	....	....	....	....	....	.....	.....	.....	.....	.....	2,176.46	M&P	59

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1																	1							6,348.39		6,348.39	Joseph N. Arthur	1
2		6			6	20,000					2	2						1									George P. Searight	2
3		5			5	58,500					3	3	2					6	2		2				600.00	600.00	F. D. Rhodes, Jr.	3
4		1			1	30,000					1	2				1		1		2	1				308.00	748.00	Fred O. McCoy	4
5	1	7			8	139,088			2		4	4	2				2	12	2	4	1						Chester Ash	5
6		5			5	6,800											2										W. A. Siemons	6
7		1			1				2			1	1					2	1								L. S. Hoffman	7
8		1			1	[3]17,275											1										Vaughn R. DeLong	8
9												1	1				1										J. S. Dunwoody	9
10		6			6	45,376																					A. W. Lecking	10
11												1					1										J. J. Koehler	11
12		14			14	225,000	1	14,000	7	13,200	2	1						36	2	5	1			1,738.35	1,738.35	Grant D. Brandon	12
13		1			1	42,000	1					1						1									E. F. Frank	13
a				1	1	26,550												2									Paul E. Kuhlman	a
14		4			4							2						4	1								Mrs. W. T. Betts	14
15		4			4	56,000			2	22,000								4		4				2,000.00	2,000.00	E. L. Barnhart	15
16		1			1						1	1						6	1	1					24,000.00	W. W. Strong	16
17		4			4						1							9		3	2			925.00	925.00	Mrs. Carl E. Gibson	17
18		2			2	42,490						1						2	1								Thurlow A. Hasley	18
19		8			8						9	3			1		1	4	1	2	7				9,450.00	J. D. Alexander	19
20		1			1	2,040																					Virginia Stevenson	20
21		2			2	51,300	1	105,000	2	11,200	1	1					1	2									Margaret Tennant	21
22	40			1	41	[7]7,009,779	18				35	38					38	36	13	109	85			128,345.20	242,016.83	Gertrude MacDougall	22
a		65			65	[3]386,048			1	43,000	5	5						6									Grover W. Mueller	a
b		10			10	[3]84,829	2	40,000	11	8,000		1								5	9						Charles H. English	b
c											2	41	5	1	2			121									Alan Corson	c
d	2		1		3		2	[8]9251,649	1	64,566										6	11						Mrs. P. H. Valentine	d
e	1				1		1	86,387			1								1								H. M. Shipe	e
23				4	4	[3]20,017			1	1,090		1						3		1	1			1,000.00	1,000.00	John Magyar, Jr.	23
24	12	83			95	1,372,471	12	1,857,321	62			33				1	19	4	4	11	9			250,000.00		250,000.00	Louis C. Schroeder	24
a																[8]126											C. R. Hoechst	a
b		18			18	[4]411,944					10	10				18		9									Harry B. Burns	b
c		1			1	[5]5,530										1			1								Mrs. Charles W. Houston	c
25		1			1	26,989			1	9,488	1						1	2	1	2	2			792.00	792.00	F. S. Jackson	25
26		25			25	[3]682,494	2	63,721	14	710,214	1	12					1	18	11	27	5			153,450.00	16,500.00	169,950.00	Thomas W. Lantz	26
27		1			1	10,628			1	2,401																	Henry J. Brock	27
28		16			16	152,186	4				3	24				1	3	8	3	7	7			64,676.80	7,220.00	71,896.80	Robert B. Dixon	28
29		1			1	28,000			1	5,000	1							1	1								A. J. Kerin	29
30		1			1	11,000					1	1					1	2									Floyd G. Frederick	30
31		1			1	8,721					1								1								J. C. Overmiller	31
32		1			1	46,639						1						1	1								H. Atwood Reynolds	32
a		1			1	15,768													1	1	1			540.00	540.00	Robert C. Worrell	a
33		4			4						2	4															Mrs. M. L. Dougherty	33
34												1					1										Clinton E. Moffett	34
35		1			1	74,437					1	1					1	5	1		1			120.00	120.00	John H. Shaner	35
36		36			36	888,000			27	35,700	8	25		[8]1				26	1	34	32			22,000.00	22,000.00	Ruth E. Swezey	36
37																	1											37
38				2	2	[3]50,000	1	2,000			2	1					1	7									Allen W. Rank	38
39		10			10	[3]152,673	2	9,422	4	5,554	1	15						16		3	3			1,800.00	1,800.00	Sylvia Weckesser	39
a							1	28,000																			Chester N. Hayes	a
40				1	1		1		1																		Mrs. Charles E. Blake	40
41		7			7	[3]80,000			6		1	1								4							James E. Morgan	41
42	1			5	6	[3]18,000	1				1	2												27,000.00		27,000.00	Everett W. Higson	42
43		4		3	7	[3]42,560					3	3	2					4		14	15			9,000.00	1,800.00	10,800.00	Otho F. Smith	43
44		7			7	52,246	2	16,549			7	7						11									Arthur Leland	44
45	3	9			12	360,554					1	2						12	8								John V. Brady	45
46	7			27	34	1,500,000	17		2		14	18							11	8		8		2,940.00	2,940.00	Joseph J. McCaffrey	46
a							1	50,000			2				1			38									Martin F. Noonan	a
47	2	5			7		1	18,459			1	1	1				1	2		5				500.00	500.00	Emma H. Howe	47
48	9				9	1,055.840	1				1	5						8	3	19	18	16	8		2,986.00	2,986.00	Corrine V. Jones	48
49	6		1		7	46,813	1	17,257	2	1,246	1	1					1	4			5		5		1,230.00	1,230.00	Hattie Duckett	49
50	1	1			2				1	350	1							3	1					5,145.50		5,145.50	Mrs. Julia Lester Dillon	50
51				7	7						1	1					1	2	1		12			1,000.00	1,000.00	2,000.00	Lewis H. Gault	51
52		4		4	8				2				2					10	2	34	20						Evelyn Gould Ludwig	52
53		1			1		1										1				1				84.00	84.00	Marie Carlson	53
54		1			1	10,000							1														A. N. Bragstad	54
55		4			4						4	3	1					2	1	2	2				350.00	350.00	E. F. Voss	55
56		4			4	[3]21,182			5			2					1	4		11	17				2,850.00	3,150.00	Loftus H. Ward	56
57		1		3	4	[3]22,800			2	2,800							1	1		6	3				345.55	345.55	Addie C. Goluring	57
58		6			6	[3]3,240					1	1	1	1				5	3	13	14				602.24	903.35	Louise Authier and Thomas Eastcott	58
59												1					1										J. E. Hipple	59

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women			For Leadership	Other Services	Total			
	So. Dak.—Cont.															
1	Redfield	2,566	Spink County Committee and F. E. R. A.	1	....	....	25	16	.....	70.79	200.00	.....	200.00	270.79	P	1
2	Sioux Falls	35,000	Y. W. C. A.	....	....	....	....	10	.....	.....	.....	.....	.....	.....	P	2
3	Watertown	10,214	Park Board	....	....	....	....	....	588.46	413.99	.....	2,106.14	2,106.14	3,108.59	M	3
	Tennessee															
4	Columbia	9,000	Lions Club	....	1	....	....	....	.....	75.00	162.50	.....	162.50	237.50	P	4
5	Fentress County[87]	11,036	Extension Division, State University	1	....	....	2	4	.....	.....	.....	.....	.....	1,050.00	P	5
6	Johnson City	25,080	Board of City School Commissioners	4	1	....	....	....	50.00	68.00	517.00	.....	517.00	635.00	M&P	6
7	Knoxville	153,799	Department of Public Welfare	4	....	4	24	31	145.53	.....	4,171.55	.....	4,171.55	13,973.40	M	7
8	Memphis	287,624	Recreation Department, Park Commission	25	35	35	....	....	.....	12,306.79	41,811.60	9,274.14	51,085.74	63,392.53	M	8
9	Paris	11,500	Community Service Club	1	2	....	1	1	275.00	200.00	675.00	400.00	1,075.00	1,550.00	P	9
10	Pickwick Dam	1,700	Tennessee Valley Authority	1	....	1	15	3	.....	1,736.94	1,351.62	.....	1,351.62	3,088.56	M	10
	Texas															
11	Austin	53,000	Recreation Department	40	21	8	34	22	18,393.05	20,168.60	21,353.36	7,337.97	28,691.33	67,252.98	M	11
12	Beaumont	60,000	Graham Congregational Church	....	1	1	1	3	198.21	321.49	600.00	.....	600.00	1,119.70	P	12
13	Bryan	11,250	Park Board	....	....	....	....	....	1,022.43	1,409.18	.....	750.00	750.00	3,181.61	M	13
14	Dallas	331,244	Park Department	11	35	13	....	....	.....	4,681.03	15,900.70	903.50	16,804.20	[2]21,485.23	M	14
15	El Paso	115,000	Department of Recreation	1	....	1	3	....	.....	1,122.00	1,106.00	.....	1,106.00	2,228.00	M	15
			Park Department	3	2	....	....	....	12,000.00	44,217.00	3,000.00	17,243.00	20,243.00	76,460.00	M	a
16	Fort Worth	175,000	Public Recreation Board	5	21	9	300	50	8,026.47	22,642.12	15,003.35	13,042.41	28,045.76	58,714.35	M	16
17	Highland Park	9,370	Park Department	2	....	....	....	....	.....	1,637.50	678.83	282.44	961.27	2,598.77	M	17
18	Houston	335,000	Recreation Department	37	43	14	10	22	.....	6,760.13	20,343.72	12,091.90	32,435.62	39,195.75	M&P	18
			Public Parks Department	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	a
19	New Braunfels	6,243	City Commissioner	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	19
20	Orange	8,000	Lutch Stark's Boys, Inc.	2	....	....	....	....	.....	.....	.....	.....	.....	.....	P	20
21	Panhandle	1,500	Parent Teacher Association	....	....	....	....	10	37.00	.....	.....	.....	.....	37.00	P	21
22	San Antonio	231,542	Park Department	3	5	....	....	....	948.96	1,175.58	585.00	1,744.58	2,329.58	[3]4,454.12	M	22
23	Waco	55,000	Recreation Commission	2	5	7	5	3	.....	3,973.41	5,648.86	145.00	5,793.86	9,767.27	M	23
24	Wichita Falls	40,000	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	2,000.00	M	24
	Utah															
25	Bingham Canyon	3,200	American Legion and Jordan School District	1	....	....	....	....	.....	50.00	150.00	.....	150.00	200.00	P	25
26	Ogden	45,000	Recreation Advisory Board	5	5	....	2	4	1,400.00	400.00	2,000.00	875.00	2,875.00	4,675.00	M	26
27	Provo	15,000	Recreation Commission and School Board	3	....	....	10	10	6,000.00	500.00	500.00	500.00	1,000.00	7,500.00	M	27
28	Richfield	3,500	City of Richfield	3	....	....	....	....	274.98	153.86	675.00	.....	675.00	1,103.84	M	28
29	Salt Lake City	150,000	Recreation Department	34	27	12	1	12	48,750.00	8,640.00	21,980.00	61,991.00	83,971.00	141,361.00	M	29
	Vermont															
30	Barre	12,000	Recreation Bureau	3	1	....	....	....	.....	300.00	500.00	1,000.00	1,500.00	1,800.00	M	30
31	Barton	1,400	Board of Village Trustees	....	....	....	....	....	.....	193.21	.....	150.00	150.00	393.21	M	31
32	Lyndonville	1,700	Village Improvement Society	1	1	....	....	....	.....	25.00	200.00	.....	200.00	225.00	P	32
33	Putney	800	Community Center, Inc.	....	1	....	3	5	.....	800.00	360.00	300.00	660.00	1,460.00	P	33
34	Rutland	17,000	Board of Aldermen and School Board	2	2	....	....	....	.....	584.03	600.00	.....	600.00	1,184.03	M	34
	Virginia															
35	Fredericksburg	8,000	School Board	1	....	....	....	....	.....	125.00	300.00	.....	300.00	425.00	P	35
36	Lynchburg	45,000	Recreation Department	5	10	7	....	....	.....	1,026.15	5,765.70	1,000.00	6,765.70	7,791.85	M	36
37	Newport News	34,000	Recreation Commission	4	2	....	....	....	.....	.....	500.00	3,209.80	3,709.80	3,709.80	M	37
38	Petersburg	32,000	City Council	1	....	....	....	....	.....	.....	700.00	.....	700.00	2,700.00	M	38
39	Richmond	200,000	Bureau of Parks and Recreation, Department of Public Works	18	50	1	....	....	20,147.13	7,757.81	9,942.87	6,487.64	16,430.51	44,335.45	M	39
			Community Recreation Association[20]	3	3	1	290	293	.....	450.61	1,546.00	108.31	1,654.31	2,104.92	P	a
			Colored Recreation Association[21]	2	2	2	34	27	.....	3,319.73	3,536.00	1,260.00	4,796.00	8,115.73	P	b
40	Roanoke	70,000	Department of Recreation	10	10	1	16	9	500.31	1,892.06	3,748.49	1,738.01	5,486.50	7,878.87	M	40
41	Salem	5,000	City Council	1	....	....	....	....	250.00	50.00	340.00	.....	340.00	640.00	M	41
	Washington															
42	Davenport	1,000	City of Davenport	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	42
43	Dayton	2,800	City of Dayton	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	43
44	Hoquiam	12,766	Park Board	....	1	....	....	....	400.00	150.00	150.00	.....	150.00	700.00	M	44
45	Olympia	12,000	Y. M. C. A.	1	1	....	....	....	.....	.....	.....	.....	.....	.....	P	45
46	Pullman	3,000	Kiwanis Club	1	1	....	....	....	.....	100.00	525.00	100.00	625.00	725.00	P	46
47	Seattle	398,267	Board of Park Commissioners	34	33	17	3	9	7,043.83	16,814.69	.....	.....	125,100.16	148,958.68	M	47
48	Spokane	115,514	Park Board	35	6	1	....	....	80,342.98	12,851.80	9,164.25	26,612.50	35,776.75	128,971.53	M	48
49	Tacoma	106,000	Recreation Division, Metropolitan Park District	25	7	2	....	....	2,058.37	11,916.07	6,945.00	3,289.00	10,234.00	24,208.44	M	49
50	White Salmon	798	City of White Salmon	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	50
	West Virginia															
51	Fairmont	25,000	City Playground Association	7	11	....	2	....	.....	241.89	1,011.75	.....	1,011.75	1,253.64	P	51
52	Morgantown[92]	17,000	Recreation Council of Monongalia Co.	....	2	2	....	....	.....	800.00	2,400.00	.....	2,400.00	3,200.00	M	52
53	Moundsville	20,000	Playground Association	3	2	....	....	....	4,825.00	1,256.00	435.00	270.00	705.00	6,786.00	P	53
54	Parkersburg	40,000	Board of Recreation	2	....	1	1	1	331.23	1,083.61	1,267.00	205.75	1,472.75	2,887.59	P	54
55	St. Marys	2,500	Kiwanis Recreation Company, Inc.	1	1	....	2	....	25.20	779.65	328.34	.....	328.34	1,133.19	P	55
56	Taylor County[93]	19,114	School Board and W. P. A.	1	....	....	10	15	.....	.....	90.00	.....	90.00	90.00	M	56
57	Wheeling	65,000	Recreation Bureau	20	18	2	47	78	651.92	1,109.59	6,777.43	4,123.76	10,901.19	12,662.70	M	57
			Park Commission and Oglebay Institute	9	7	5	[15]250	....	2,500.00	4,150.00	15,050.00	7,832.00	22,882.00	29,532.00	M&P	a
58	Williamson	10,000	Kiwanis Club	2	....	....	1	....	.....	40.00	270.00	.....	270.00	310.00	P	58
	Wisconsin															
59	Beloit	23,611	Recreation Department	8	7	....	3	4	605.00	850.00	1,620.00	1,425.00	3,045.00	4,500.00	M	59
60	Berlin	4,200	School Board	1	....	....	2	....	.....	100.00	150.00	.....	150.00	250.00	M&P	60

RECREATION STATISTICS FOR 1935

he table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	...	1	...	...	1	$18,675	...	...	1	...	2	3	...	...	...	...	1	3	...	6	13	...	...	...	908.00	908.00	Gladys Christenson	1
2	...	3	...	...	3	$6,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Maurine Mulnix	2
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	Mary Andrew	3
4	...	1	...	...	1	2,700	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	H. P. Schwartz	4
5	1	...	7	...	8	...	...	...	4	...	1	...	...	...	...	...	...	1	...	...	...	...	...	4,000.00	...	4,000.00	P. G. Crooks	5
6	...	5	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Roy G. Bigelow	6
7	15	3	6	...	24	494,224	...	...	30	63,949	4	5	...	...	1	...	...	19	2	20	24	...	...	...	2,500.00	2,500.00	Jack Coughlin	7
8	...	6	...	20	26	1,597,713	5	324,090	29	...	1	10	...	2	1	...	3	37	20	...	...	...	...	...	...	...	Minnie M. Wagner	8
9	...	1	1	1	3	...	...	...	4	...	1	6	...	...	...	...	2	4	1	...	2	...	...	...	963.00	1,283.00	Mary Will Dortch	9
10	2	...	...	1	3	21,465	2	91,178	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	38,500.00	...	38,500.00	W. J. Sandford, Jr.	10
11	1	...	...	11	12	784,200	2	61,375	6	19,215	...	6	1	...	...	...	...	6	11	7	213	1	...	...	2,031.25	10,213.35	12,244.60	James A. Garrison	11
12	1	...	...	...	1	71,821	1	13,421	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	Mrs. Sallie Washington	12
13	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	1	...	1	...	...	...	...	...	...	...	R. G. Williams	13
14	...	25	9	...	34	555,946	6	755,544	1	55,370	1	36	1	...	3	10	1	100	23	28	45	28	45	...	...	...	Ruth Garver	14
15	12	...	...	...	12	426,000	1	9,000	3	400	...	...	...	...	...	...	...	...	...	25	33	25	33	...	9,434.00	9,434.00	A. J. Slogeris	15
a	...	...	...	...	...	...	2	2,300	...	...	5	...	...	...	[882]	3	3	10	1	...	...	...	...	8,000.00	...	46,000.00	Hugo C. Meyer	a
16	16	16	6	14	52	971,000	2	240,000	5	65,000	...	22	...	...	2	...	4	36	3	20	133	...	...	...	81,672.00	90,000.00	R. D. Evans	16
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	4	1	...	...	...	...	...	...	...	Roderic B. Thomas	17
18	...	3	...	10	13	428,877	7	71,584	14	46,694	...	21	...	...	...	...	...	36	...	90	60	...	...	...	8,559.60	34,238.50	Corinne Fonde	18
a	...	...	...	...	...	...	...	...	...	...	...	9	...	...	1	...	...	34	3	...	...	...	...	...	...	...	C. L. Brock	a
19	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	L. A. Voigt	19
20	2	1	1	...	4	...	2	1,000	...	...	2	2	...	...	...	...	1	4	1	...	...	...	...	...	...	...	W. E. S. Dickerson	20
21	...	1	...	...	1	1,320	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	50.00	Mrs. F. A. Render	21
22	19	...	...	...	19	$63,148	8	23,721	...	...	8	13	2	1	1	...	8	35	2	75	150	75	150	...	36,395.00	36,395.00	Mary Wilson Young	22
23	13	...	...	...	13	156,175	...	...	...	...	2	4	...	...	...	...	1	14	6	18	16	18	16	...	8,127.00	8,127.00	Ralph H. Schulze	23
24	...	...	...	...	...	...	...	...	...	...	...	2	...	...	1	...	...	9	2	...	...	...	...	...	...	...	Frank Collier	24
25	...	1	...	...	1	13,723	...	...	...	...	1	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	B. J. Santistevan	25
26	...	6	...	...	6	42,500	3	2,100	4	1,150	1	4	...	1	...	...	1	16	4	...	...	...	...	350.00	...	350.00	Edvenia Jeppson	26
27	...	2	...	...	2	...	...	...	3	36,000	1	3	...	1	...	...	...	18	2	3	1	...	...	2,300.00	200.00	2,500.00	E. Reed Collins	27
28	...	2	...	...	2	$2,600	...	...	2	4,000	1	1	...	1	...	...	2	2	...	...	...	...	...	...	...	400.00	Ellis V. Christensen	28
29	1	16	...	...	17	689,000	2	...	9	14,500	...	4	...	3	...	1	8	31	2	15	18	...	...	...	2,279.87	9,454.99	Ray Forsberg	29
30	...	1	...	...	1	...	...	...	...	...	1	1	...	...	...	...	1	3	1	1	...	...	...	...	200.00	200.00	L. R. Hutchinson	30
31	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	E. P. Davenport	31
32	...	1	...	...	1	...	...	...	...	...	1	1	1	...	...	...	...	2	...	...	...	...	...	...	...	...	Mrs. Theia P. Watson	32
33	...	1	...	...	1	4,500	1	...	...	...	1	1	1	...	...	...	1	1	...	1	3	...	...	...	360.00	360.00	Mrs. Esther J. Pratt	33
34	...	4	...	...	[89]4	...	...	...	...	...	...	...	...	...	...	...	1	...	...	5	3	...	...	...	120.00	120.00	Richard F. Hayden	34
35	...	3	...	...	3	33,800	...	...	3	...	1	2	...	...	...	...	...	2	...	3	3	...	...	...	395.00	395.00	Johnny Fenlon	35
36	8	7	...	...	15	536,111	3	...	...	...	4	4	...	...	...	...	3	12	1	5	10	...	...	5,000.00	5,000.00	10,000.00	Lloyd L. Howard	36
37	...	5	...	...	5	...	...	...	...	...	...	3	...	...	...	...	...	8	...	...	...	...	...	...	...	...	G. Colbert Tyler	37
38	...	...	...	...	...	...	...	...	...	...	1	6	1	...	...	...	...	...	5	...	...	...	...	...	...	...	R. C. Day	38
39	...	...	...	22	22	451,801	...	...	12	125,306	6	18	...	...	...	...	1	39	2	24	46	...	...	91,371.50	40,448.36	131,819.86	P. N. Binford	39
a	...	2	...	...	2	$3,225	...	...	20	76,911	...	...	...	...	...	...	...	...	...	18	56	...	...	...	51,408.00	51,408.00	Claire McCarthy	a
b	...	3	...	...	3	47,759	1	85,679	...	...	...	...	...	...	...	...	...	1	...	[91]	[91]	...	...	...	...	...	Alice H. Harris	b
40	...	9	...	...	9	$105,017	...	...	2	3,607	...	4	...	...	...	...	...	20	1	10	6	10	6	12,958.00	6,880.00	19,838.00	K. Mark Cowen	40
41	...	2	...	...	2	10,000	...	...	1	3,000	1	1	...	...	...	...	...	2	...	2	3	...	...	...	400.00	400.00	D. E. Denton	41
42	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	Mabel B. Paige	42
43	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	Harold Rainwater	43
44	...	1	...	...	1	$18,000	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	Walter J. Anderson	44
45	...	4	...	...	4	10,500	...	...	1	...	...	...	...	...	...	1	...	4	...	...	...	...	...	...	...	...	E. H. Bunwell	45
46	...	1	...	...	1	7,000	...	...	...	...	...	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	J. Fred Bohler	46
47	...	...	...	27	27	...	7	437,539	...	...	3	21	10	1	2	...	...	96	7	15	10	...	...	...	...	...	Ben Evans	47
48	...	10	...	...	10	718,800	1	11,465	4	30,509	17	10	...	...	2	...	4	45	11	21	14	...	...	...	3,544.00	3,544.00	S. G. Witter	48
49	...	11	...	...	11	167,987	...	...	6	22,117	...	5	4	...	...	...	...	16	8	4	4	...	...	...	800.00	800.00	Norah M. Nilson	49
50	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	C. F. Breneman	50
51	...	14	...	...	14	$97,934	...	...	...	...	4	4	...	...	...	...	...	2	...	12	7	...	...	...	1,556.50	1,556.50	Patrick A. Tork	51
52	...	23	...	...	23	114,392	...	...	12	...	...	...	...	...	...	...	...	3	1	13	13	...	...	...	5,370.30	5,920.30	Frances J. White	52
53	...	3	...	...	3	118,000	...	...	...	...	2	2	1	...	...	...	2	2	...	...	...	...	...	...	...	...	L. D. Wiant	53
54	...	3	...	2	5	47,039	...	...	6	20,322	...	...	...	...	...	...	...	...	...	7	6	1	3	...	1,750.00	1,750.00	Fred Conaway	54
55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	W. P. Kerwood, Jr.	55
56	...	11	...	...	11	...	...	...	33	...	2	5	...	...	...	...	...	4	...	12	11	...	...	...	...	425.00	J. Bernard Dryfield	56
57	...	19	...	...	19	432,749	...	...	7	18,214	...	8	...	...	...	1	...	6	8	10	5	...	...	...	1,220.25	1,220.25	Warren W. Pugh	57
a	...	...	...	...	...	...	1	...	...	...	...	...	...	2	...	...	1	4	...	...	...	...	...	11,000.00	...	70,000.00	Homer Fish	a
58	...	1	...	...	1	13,000	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	E. G. Bias	58
59	...	7	...	...	7	173,273	...	...	...	...	...	3	...	...	...	1	...	13	...	...	...	...	...	...	...	...	Laurence Krueger	59
60	...	3	...	...	3	4,500	...	...	2	2	...	...	...	...	...	...	...	2	...	...	1	...	...	...	100.00	100.00	F. V. Hein	60

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No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Wisc.—Cont.															
1	Chippewa County[94]	37,342	School Board, F. R. A. and W. P. A.	1	1	....	....	....	.....	100.00	400.00	.....	400.00	500.00	M	1
2	Columbus	2,514	City and Fireman's Park Association	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M&P	2
3	Eau Claire	26,689	School Board and City Council	2	1	....	....	....	.....	1,764.54	950.00	.....	950.00	2,714.54	M	3
4	Fond du Lac	26,000	Board of Education[5]	10	12	....	10	17	.....	1,797.56	2,914.80	1,293.85	4,208.65	6,006.21	M	4
5	Green Bay	41,000	Board of Park Commissioners	8	9	....	....	....	5,060.00	753.28	1,254.90	1,975.06	3,229.96	9,043.24	M	5
6	Janesville	23,000	City of Janesville	14	8	....	....	....	1,000.00	10,172.80	1,806.00	4,879.84	6,685.84	17,858.64	M	6
7	Juneau County[95]	17,264	E. R. A. and Local Officials	....	....	....	1	....	.....	.....	.....	.....	.....	[2]238.57	M	7
8	Kenosha	50,262	Department of Public Recreation, Board of Education	63	36	1	....	....	1,559.66	3,327.73	8,638.27	1,283.65	9,921.92	14,809.31	M	8
			Park Department	....	....	....	....	....	38,217.61	17,385.37	.....	13,672.81	13,672.81	69,275.79	M	a
9	Kimberly	2,500	Playground Commission	1	1	....	....	....	.....	212.93	221.00	433.93	654.93	867.86	M	9
10	La Crosse	40,000	School Board	5	5	....	....	....	248.75	26.65	840.00	144.00	984.00	1,259.40	M	10
11	Lone Rock	446	Village Board and School Board	....	....	....	3	....	400.00	.....	.....	.....	.....	400.00	P	11
12	Madison	60,000	Department of Recreation, Board of Education	31	20	1	....	....	.....	10,662.61	13,937.26	.....	13,937.26	24,599.87	M	12
13	Marinette County[96]	33,530	County Schools, E. R. A. and W. P. A.	2	1	....	1	....	5,000.00	.....	.....	.....	.....	10,000.00	M	13
14	Menasha	9,062	Park and Recreation Board	2	....	....	....	....	3,800.00	1,000.00	2,000.00	1,800.00	3,800.00	8,600.00	M	14
15	Menomonie	5,595	City Park Board	1	2	....	1	....	.....	.....	.....	.....	.....	.....	M	15
16	Milwaukee	609,724	Department of Recreation and Adult Education, Public Schools	616	354	70	....	....	23,994.00	57,928.00	235,434.00	91,075.00	326,509.00	408,431.00	M	16
			Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	a
17	Milwaukee Co.[98]	775,263	County Park Commission	20	....	....	....	....	149,906.32	40,665.12	.....	.....	164,044.72	354,616.16	C	17
18	Neenah	10,000	Recreation Commission and Red Cross	5	1	....	....	....	.....	50.00	800.00	200.00	1,000.00	1,050.00	M&P	18
19	Oshkosh	40,108	Board of Education	133	21	2	....	....	500.00	3,500.00	7,702.00	.....	7,702.00	11,702.00	M	19
			Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	29,000.00	M	a
20	Racine	70,000	Department of Parks and Recreation	26	17	2	....	....	10,000.00	6,642.00	12,051.00	18,326.00	30,377.00	47,019.00	M	20
21	Sheboygan	40,000	Board of Education	41	2	2	50	32	.....	2,989.13	4,606.00	241.76	4,847.76	7,836.89	M	21
			Park Division, Board of Public Works	....	....	....	....	....	.....	205.50	.....	4,020.00	4,020.00	4,225.50	M	a
22	Shorewood	14,580	Board of Vocational Education	41	28	2	....	....	.....	6,618.50	23,821.35	6,041.84	29,863.19	36,481.69	M	22
23	Shullsburg	1,041	City of Shullsburg	....	....	....	....	....	.....	.....	.....	.....	.....	400.00	M	23
24	South Milwaukee	10,700	Recreation Department, School Board	....	1	....	....	....	.....	500.00	200.00	75.00	275.00	775.00	M	24
25	Stevens Point	14,000	Park Department	3	....	....	....	....	.....	.....	.....	.....	.....	3,920.00	M	25
26	Sturgeon Bay	4,983	Park Committee	1	....	....	....	....	.....	.....	.....	.....	525.00	525.00	M&P	26
27	Superior	36,113	Common Council	1	....	1	....	2	943.89	2,114.03	1,500.00	8,553.20	10,053.20	13,111.12	M	27
28	Two Rivers	10,000	Recreation Commission	8	3	2	....	....	730.40	7,860.83	8,663.10	6,374.84	15,037.94	23,629.17	M	28
29	Watertown	10,600	Council Committee	....	....	....	....	....	.....	404.57	.....	500.00	500.00	904.57	M	29
30	Waupun	6,000	School Board	3	....	....	....	....	.....	50.00	800.00	200.00	1,000.00	1,050.00	M	30
31	Wausau	24,103	Recreation Department and Park Commission	1	....	....	....	....	450.00	950.00	387.50	4,766.86	5,154.36	6,554.36	M	31
32	Wauwatosa	23,000	Board of Education	5	4	....	....	....	.....	366.58	1,447.00	23.25	1,470.25	1,836.83	M	32
			Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	12,500.00	M	a
33	West Allis	37,000	Board of Education and Board of Park Commissioners	33	22	3	....	....	1,355.23	4,645.24	.....	.....	20,413.41	26,413.88	M	33
34	Whitefish Bay	6,200	School Board, Village Board and County Park Commission	4	....	....	....	....	.....	400.00	627.00	.....	627.00	1,027.00	M	34
35	Wisconsin Rapids	9,000	School Board	1	1	....	....	....	.....	.....	.....	.....	.....	.....	M	35
			Park and Pool Commission and Lincoln Field Recreation Commission	3	....	....	....	....	.....	.....	.....	.....	.....	4,100.00	M	a
	Wyoming															
36	Cheyenne	25,000	City, F. E. R. A. and W. P. A.	....	....	....	2	1	.....	600.00	.....	150.00	150.00	750.00	M	36
37	Riverton	1,800	School Board	1	1	....	3	....	.....	150.00	.....	.....	.....	[2]150.00	P	37
38	Sheridan	9,000	Community Boys' Work and Y. W. C. A.	3	....	2	24	12	250.00	1,000.00	3,000.00	225.00	3,225.00	4,475.00	P	38
	Hawaii															
39	Hilo	18,000	Recreation Committee	3	4	1	17	....	.....	600.00	2,328.00	.....	2,328.00	2,928.00	C&P	39
40	Honolulu	143,590	Recreation Commission	15	17	2	[15]373	....	.....	6,000.00	17,000.00	.....	17,000.00	23,000.00	M	40
41	Lanai City	3,000	Hawaiian Pineapple Company, Ltd.	3	....	1	10	2	3,250.00	8,000.00	2,500.00	.....	2,500.00	13,750.00	P	41
42	Country of Maui[102]	50,000	Alexander House Settlement	13	3	5	175	....	30,000.00	.....	.....	.....	.....	50,000.00	C,M&P	42
	CANADA															
	Alberta															
43	Calgary	83,000	Parks and Recreation Department	5	4	....	....	....	.....	.....	900.00	.....	900.00	11,326.34	M	43
	British Columbia															
44	New Westminster	17,524	Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	44
			Department of Recreational and Physical Education, B. C.	2	2	....	....	....	.....	293.30	369.00	69.20	438.20	731.50	M	a
45	North Vancouver	8,000	Department of Recreational and Physical Education, B. C.	2	2	....	....	....	.....	211.90	249.00	5.50	254.50	466.40	M	45
46	Vancouver	250,000	Department of Recreational and Physical Education, B. C.	11	9	....	....	....	.....	3,452.33	3,474.22	761.20	4,235.42	7,687.75	M	46
			Board of Park Commissioners	18	15	1	....	....	10,000.00	.....	4,000.00	.....	4,000.00	[2]20,000.00	M	a
			Parks Department	1	....	....	....	....	1,445.00	2,870.00	300.00	5,816.00	6,116.00	10,431.00	M	47
47	Victoria	39,082	Department of Recreational and Physical Education, B. C.	2	3	....	....	....	.....	865.33	565.25	109.44	674.69	1,540.02	M	a
48	Wanaima	6,000	Department of Recreational and Physical Education, B. C.	2	....	....	....	....	.....	352.09	138.20	15.59	153.79	505.88	M	48
49	West Vancouver	7,000	Department of Recreational and Physical Education, B. C.	3	2	....	....	....	.....	.....	370.00	.....	370.00	593.51	M	49
	Manitoba															
50	Brandon	17,000	The Municipal Corporation	....	....	....	....	....	29.85	20.87	.....	159.12	159.12	209.84	M	50
51	Winnipeg	223,017	Public Parks Board	25	10	....	....	....	.....	8,378.00	8,087.90	.....	8,087.90	[2]16,465.90	M	51

he table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1				4	4	10,000			16		9		2					1		12	8					6,606.00	Franklin Crystal and Ray L. Melz	1
2												1					1	2									Ralph Pratt	2
3		5			5	[3]37,350					5	7	3					9		19	6				2,855.50	3,861.53	A. M. Olson	3
4				5	5	126,000			3	7,925	4	3	1			1		4	1	2					140.00	4,800.00	F. G. Kiesler	4
5		9			9	112,761						4						5	1								L. Earl Foglesong	5
6		11			11	255,600					1	5	1	1				13		1				13,694.00	150.00	13,844.00	Kenneth F. Bick	6
7		6			6	12,000					6	2					2	2	3	7	5				1,800.00	1,825.00	Carl O. Loomis	7
8		8			8	167,902	1	3,688	8	94,240		3				1		14	1	24	6	24	5	7,279.75	6,210.61	13,490.36	G. M. Phelan	8
a											3	3	3	1				13	1					8,276.66		8,276.66	Floyd Carlson	a
9		1			1	24,500					1	2					1	1	1								A. G. Briggs	9
10		5			5	[4]41,400			2			3				1				5	5				1,408.80	1,408.80	G. M. Wiley	10
11				1	1	2,150						1															D. E. Moore	11
12		15			15	227,618			8		1	3	5	1				32						18,500.00		18,500.00	H. C. Thompson	12
13	6	12			18				7		1	7	3				1	12		27	5				10,000.00	10,000.00	R. D. Leininger	13
14		1			1		3	[97]120,000				2	2				1	4	2							4,000.00	Vernon Gruper	14
15												1	2														J. C. Wilcox	15
16	23	43			66	[3]3,830,751	4	1,212,661	20	1,015,361	9	10						32	6	11	1				5,148.00	152,952.56	Dorothy Enderis	16
a											2	9	5	1	1		1	85	7								Charles Hauserman	a
17		28			28		4		11		3	8	3		5		3	10	1	95	15	85	15	109,909.18	34,944.90	146,317.03	Donald Griffin	17
18		4			4	100,000					1	8	1					15	2								Armin H. Gerhardt	18
19				33	33	132,460	1	50,380	5	113,309	2		[992]														R. C. Miller	19
a											1	3			1			7									Oscar Derksen	a
20		8			8	200,000	3	51,000	5	40,000	1	5	2	2	1			17	2	45	21			1,671.00	9,000.00	37,343.00	B. A. Solbraa	20
21		9			9	103,729			9	27,982		3				1				27	23			571.75	5,260.00	9,770.85	Ferdinand A. Bahr	21
a											1	4	2					11	2								Gordon Z. Rayner	a
22		3		4	7	125,752			6	62,614							1	6		1							H. M. Genskow	22
23											1	1					1										P. L. O'Flahrity	23
24		2			2	31,500			5		1							2		6							F. C. Van Golder	24
25	1			1	2				3		1	5	2							4	1			4,000.00	720.00	4,720.00	Emery W. Sivley	25
26												2	2					2						500.00		500.00	E. S. Ackerman	26
27		11			11	96,400			6	2,470		7	1		1			14		14	13				6,377.12	6,377.12	Quentin Ferm	27
28	3				3	44,700	1	112,805	2	22,960		1	1			1		7	3	5		3			3,200.00	3,200.00	Arthur P. Eckley	28
29											3	2	1					4									P. L. Schroeder	29
30		1			1	10,000					1	2						1									H. C. Wegner	30
31		7		1	8	180,096					1	2					1	12	2	11	5				2,385.85	2,385.85	I. S. Horgen	31
32		5			5	25,106					1									5	2						William T. Darling	32
a											1	1					1	8									J. E. Iverson	a
33	3	6			9	[100]396,000	1	2,400	5	90,000	6	4				1		14	2	5					4,050.00	19,437.50	Fred W. Zirkel and E. C. Pynn	33
34				4	4	[3]35,200			4	4,800	1	2	2					2		8	1	8	1		7,700.00	7,700.00	C. A. Wangerin	34
35				2	2				4											3							J. A. Torresani	35
a											1	2					1	14									P. A. Pratt	a
36				6	6	51,000			6	4,000		6	1					4		4	15	4	15		13,080.00	13,080.00	Ellen Anderson	36
37			1	1	2				2			1					1	1	1	2	2				1,860.00	[2]1,860.00	John O. Goodman	37
38		4		4	8	21,000			12	26,540	1	1	1				1			4	4				1,690.00	1,690.00	H. L. Rowe	38
39		9			9	[3]35,400	1	40,000	9		1	3	[101]2					4		6	2				2,302.08	2,302.08	Ernest A. Lilley	39
40	25			16	41		3	116,147	1	3,000								5		13	6	5	2		11,031.12	11,031.12	Arthur K. Powlinson	40
41							5	36,500	1	2,000	1	1	2	1			1	4									F. K. Katterman	41
42	83				83		5	41,000			21	21					2	24		4				25,000.00	1,818.72	26,818.72	E. L. Damkroger	42
43		8			8	[3]53,912					16	18		1	1			3								4,865.40	William R. Reader	43
44											4	5				1		6	1								A. G. Brine	44
a									3	3,696	4	3				1		7	4								Ian Eisenhardt	a
45									2	2,179	5	1	3					6									Ian Eisenhardt	45
46									8	23,241																		46
a		14			14	[3]371,000					42	26	9	2	1		3	111	15					10,000.00		10,000.00	Ian Eisenhardt	a
47		2			2						2	2	2					12	2		2			7,735.00	100.00	15,240.00	W. H. Warren	47
a									3	2,186	10	2	2					13	2								Ian Eisenhardt	a
48									1	1,060	3	3	1						2								Ian Eisenhardt	48
49									2	1,791	2	1	8				1										Ian Eisenhardt	49
50												1	1														G. F. Sykes	50
51		4		22	26						1				2	2	1	20	7								C. R. Mackay	51

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Ontario															
1	Cornwall	12,000	Recreation Association	3	....	1	3	....	3,000.00	.....	.....	.....	.....	7,000.00	M	1
2	Hamilton	155,000	Recreation Commission	19	15	1	....	....	621.00	2,754.00	7,823.00	323.00	8,146.00	11,521.00	M	2
			Board of Park Management	1	....	1	....	....	.....	5,000.00	1,300.00	18,700.00	20,000.00	25,000.00	M	a
3	Kapuskasing	3,300	Spruce Falls Power and Paper Company	2	....	2	....	8	.....	.....	.....	.....	.....	27,625.05	P	3
4	Kitchener	32,000	School Board	14	14	....	....	....	.....	600.00	2,200.00	100.00	2,300.00	2,900.00	M	4
5	London	75,000	Public Utilities Commission	21	9	1	....	....	2,980.00	8,550.00	5,440.00	6,850.00	12,290.00	23,820.00	M	5
6	Ottawa	140,911	Playgrounds Department	25	17	8	....	....	.....	16,471.12	18,679.27	20,229.15	38,908.42	55,379.54	M	6
7	Peterborough	22,973	Parks Committee	....	....	....	....	....	8,000.00	1,000.00	.....	1,000.00	1,000.00	10,000.00	M	7
8	Toronto	623,562	Parks Department	128	133	14	....	....	.....	.....	.....	.....	.....	240,926.00	M	8
			Board of Education	44	6	....	....	....	.....	900.00	10,628.00	2,200.00	12,828.00	13,728.00	M	a
	Quebec															
9	Montreal	1,200,000	Recreation Department	149	16	66	....	....	.....	27,650.00	72,540.00	104,160.00	176,700.00	204,350.00	M	9
			Parks and Playgrounds Association	12	14	4	28	57	.....	9,589.26	12,668.42	860.18	13,528.60	23,117.86	P	a
10	Quebec	140,000	Playgrounds Committee	5	4	....	....	....	132.42	1,422.93	720.50	194.65	915.15	2,470.50	M&P	10
11	Sherbrooke	29,512	Park Commission	20	....	....	....	....	2,000.00	3,000.00	.....	.....	12,500.00	[2]17,500.00	M	11
12	Verdun	60,000	Municipal Playground Commission	....	....	....	2	....	.....	3,500.00	.....	5,075.00	5,075.00	8,575.00	M	12
13	Westmount	26,000	Parks Department	1	1	....	14	3	.....	1,758.19	1,093.62	7,436.82	8,530.44	10,288.63	M	13
	Saskatchewan															
14	Moose Jaw	21,299	Parks Board	1	8	1	....	....	.....	.....	1,120.00	520.00	1,640.00	1,640.00	M	14
15	Regina	63,401	Recreation Commission	9	5	....	7	2	73.36	755.25	1,587.00	175.45	1,762.45	2,591.06	M	15
16	Saskatoon	43,021	Playgrounds Association	13	2	1	....	....	.....	.....	2,160.00	3,827.28	5,987.28	5,987.28	M&P	16

FOOTNOTES

† Under Sources of Financial Support M—Municipal Funds; P—Private Funds; S—State Funds and C—County Funds.

1. This report covers recreation service in Bessemer, Birmingham, Delonah, Docena, Edgewater, Fairfield, Hamilton, Ishkooda, Muscoda, Wenonah and Westfield.
2. Expenditures data incomplete.
3. This figure represents participants only.
4. Expenditures cover a seven month period from June 1st through December 31st.
5. A number of facilities listed are on Park Department property and the cost of maintenance has not been included in reported expenditures.
6. This amount represents expenditures of the Recreation Commission and School Board only.
7. The Los Angeles County Department of Recreation, Camps and Playgrounds maintains recreation facilities in Arcadia, Artesia, Azusa, Baldwin Park, Bellflower, Bell Gardens, Belvedere, Bloomfield, Castaic, Centinella, Claremont, Clearwater, Covina, Culver City, Duarte, Downey, El Nido, El Monte, Gardena, Glendale, Garvey, Glendora, Gloria Gardens, Graham, Hawthorne, Hermosa Beach, Huntington Park, Inglewood, La Verne, Lancaster, Lawndale, Lennox, Los Nietos, Lynwood, Manhattan Beach, Monrovia, Monterey Park, Newhall, North Ranchito, Norwalk, Palmdale, Palos Verdes, Pomona, Puente, Rosemead, Redondo Beach, San Dimas, San Fernando, San Gabriel, Saugus, Sierra Madre, South Pasadena, South Gate, Temple City, Torrance, Whittier, Willowbrook and Wilmar.
8. This figure includes attendance at indoor recreation centers.
9. This report covers recreation service in Anaheim, Balboa, Brea, Costa Mesa, Fullerton, Garden Grove, Huntington Beach, LaGuna Beach, Newport Harbor, Placentia, Santa Ana, Tustin and Westminster.
10. The Pasadena City School District includes the cities of Altadena and Pasadena.
11. This figure includes attendance at recreation buildings.
12. The Santa Barbara County Board of Forestry operated bathing beaches at Carpinteria, Gaviota, Goleta and Surf.
13. This report covers recreation service in Avenue, Carmarillo, Conejo, Moorpark, Mound, Oak View Gardens, Oxnard, Piru, Rio, Santa Paula and Saticoy.
14. Twenty of these playgrounds are on park property and maintained by the Park Department.
15. This figure represents the total number of men and women.
16. This amount does not include the cost of operating golf courses, pools and other facilities not operated directly by the National Capital Parks.
17. Golf course owned by city and is under the supervision of the West Palm Beach Golf Commission.
18. This figure represents the expenditures of the Recreation Division for operation only.
19. This report covers not only the work of the Chicago Recreation Commission but includes personnel and expenditures for emergency recreation projects officially sponsored by the Commission. Figures for emergency work are incomplete and the expenditures include some money spent on several projects in 1934.

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer & Other Seasons	Total	Total Yearly or Seasonal Attendance	Recreation Buildings: Number	Total Yearly or Seasonal Attendance	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
1	...	1	...	...	1	.....	3	100,000	...	.....	3	6	2	...	1	...	2	4	1	...	...	...	...	.....	.....	.....	Joe St. Denis	1
2	...	...	...	14	14	326,842	1	3,600	4	4,000	...	...	...	...	...	...	...	...	5	...	...	...	...	.....	.....	.....	John J. Syme	2
a	...	...	...	...	...	.....	...	.....	...	.....	1	9	...	...	1	1	...	23	...	...	...	...	...	.....	.....	.....	F. Marshall	3
3	...	1	...	...	1	.....	2	62,864	...	.....	...	1	...	...	...	...	...	3	...	...	...	...	...	.....	.....	.....	H. J. Swetman	a
4	...	6	...	...	6	[3]71,693	...	.....	6	.....	1	1	...	...	...	...	1	1	2	...	...	...	...	.....	.....	.....	H. Ballantyne	4
5	...	8	...	...	8	297,100	...	.....	...	.....	8	6	2	1	1	...	1	12	2	...	...	...	...	.....	.....	.....	William S. Farquharson and John Innes	5
6	...	15	...	...	15	[3]476,474	...	.....	...	.....	1	...	4	...	...	...	2	...	2	...	...	...	...	.....	.....	.....	Ernest F. Morgan	6
7	...	...	...	...	...	.....	...	.....	...	.....	3	2	1	...	...	...	...	...	1	...	...	...	...	.....	.....	400.00	E. A. Bertram	7
8	5	16	...	39	60	2,145,936	5	522,019	48	436,412	4	20	6	...	...	...	...	309	13	...	...	...	...	.....	.....	.....	C. E. Chambers	8
a	...	21	...	...	21	.....	...	.....	...	.....	...	...	...	...	...	12	...	...	...	...	...	...	...	.....	.....	.....	C. C. Goldring	a
9	37	...	...	66	103	10,159,687	22	1,548,968	...	.....	17	14	1	...	1	18	7	60	...	85	....	85	...	.....	5,766.25	5,766.25	Lucien Asselin	9
a	...	8	...	...	8	[3]316,185	...	.....	2	26,403	...	...	...	...	...	...	...	...	2	...	...	...	...	.....	.....	.....	William Bowie	a
10	...	4	...	...	4	101,000	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	J. B. O'Regan	10
11	10	...	...	10	20	.....	1	150,000	7	3,000	3	2	1	1	1	1	1	10	1	...	...	...	...	.....	.....	.....	Art Deslauries	11
12	...	...	...	...	...	.....	...	.....	...	.....	2	2	1	...	...	...	...	24	3	...	...	...	...	.....	.....	.....	A. J. Burgess	12
13	6	...	...	...	6	.....	...	.....	...	.....	2	...	...	...	...	...	...	18	2	...	...	...	...	.....	.....	.....	P. E. Jarman	13
14	...	7	...	...	7	32,000	...	.....	...	.....	1	...	...	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	B. C. Crichton	14
15	...	13	...	...	13	[3]89,758	...	.....	...	.....	13	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	W. H. Turner	15
16	...	...	...	4	4	[3]31,476	...	.....	...	.....	2	4	...	...	...	...	1	...	2	...	...	...	...	.....	.....	.....	L. A. Kreutzwieser	16

20. The Cook County Forest Preserve District maintains recreation facilities in Des Plaines, Glencoe, Glenview, Glenwood, Lemont, Lyons, Morton Grove, Northbrook, Palatine, River Forest, River Grove, South Chicago Heights, Thornton, Western Springs, Wheeling, Wilmette and several additional communities.
21. Maintained a program of community recreation activities for colored citizens.
22. These facilities were operated by the Park Board and the cost of operation and maintenance is not included in this report.
23. The recreation service in Bedford was carried on with the help of emergency leaders.
24. These facilities leased.
25. This figure does not include cost of golf course which is operated by a Golf Association.
26. This figure represents attendance of participants and spectators during the summer months.
27. Stadium expenditures and income has not been included in this report.
28. This report includes recreation service in Auburndale, Camp Taylor, Cane Run, Fairdale, Jeffersontown, Middletown and Newburg.
29. The expenditure figures are for the year 1934 but they have not been previously reported. Figures for 1935 are not yet available.
30. The Metropolitan District Commission maintains recreation facilities in Belmont, Boston, Braintree, Cambridge, Canton, Chelsea, Dedham, Everett, Hull, Lynn, Malden, Medford, Melrose, Milton, Nahant, Needham, Newton, Quincy, Revere, Stoneham, Swampscott, Wakefield, Waltham, Watertown, Wellesley, Weston, Winchester and Winthrop.
31. This report includes recreation service in North Falmouth and Woods Hole.
32. Four additional leaders give part time recreation service to the Community Centre, Inc. but have been included in the Newton Playground Commission report.
33. This figure includes attendance at two indoor recreation centers.
34. Funds expended from January 1st to September 1st, 1935.
35. The Flint Community Music Association promotes and operates a community wide music program in cooperation with public schools, churches, industries and homes.
36. This reports covers recreation service in Hart, Pentwater and Shelby.
37. This golf course is owned by the City of Bayport but operated by a group of local citizens.
38. This report includes recreation services in Arago, Audubon, Detroit Lakes, Frazee, Lake Park, Ogema, Ponsford, Shipman, Tamarack Lake, White Earth and several other communities.
39. This report covers recreation service in Carlton, Cloquet and other communities in the county.
40. Golf course owned by the city; School District pays half the salary of the caretaker.
41. This report covers recreation service in Carson Lake, Kelly Lake, Kerr, Kitzville, Mahoning, Silica and Stevenson.
42. This report covers recreation service in Alpha, Bingham Lake, Heron Lake, Jackson, Jeffers, Lakefield, Mt. Lake, Okahena, Storden, Westbrook, Wilder and Windom.
43. This report covers recreation service in Brook Park, Hinckley, Pine City and Willow River.

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44. This report covers recreation service in Bertha, Browerville, Burtrum, Clarissa, Clotho, Eagle Bend, Grey Eagle, Hewitt, Long Prairie, Osakis, Pillsbury Resort and Staples.
45. Some of the workers reported under the Recreation Commission also serve the World War Memorial Association.
46. This report covers recreation service in Danville, Hibernia, Mt. Hope and Wharton.
47. The Essex County Park Commission maintains recreation facilities in Belleville, Bloomfield, Caldwell, East Orange, Essex Fells, Irvington, Millburn, Montclair, Newark, Nutley, Orange, South Orange, Verona, and West Orange.
48. The Passaic County Park Commission maintains recreation facilities in Paterson, Pompton Lakes, Totowa, Wayne Township and West Paterson.
49. This is a 27-hole golf course.
50. Funds are received from "Taxation by Contract" on all restricted property.
51. The Union County Park Commission maintains recreation facilities in Cranford, Elizabeth, Garwood, Hillside, Kenilworth, Linden, Mountainside, New Providence, Plainfield, Rahway, Roselle, Roselle Park, Scotch Plains, Summit, Union and Westfield.
52. This figure does not include expenditures for operating and maintaining a golf course and swimming pool.
53. This figure represents summer attendance at playgrounds and summer school.
54. This leader is a tennis supervisor.
55. Eastchester includes the incorporated villages of Bronxville and Tuckahoe.
56. The Erie County Park Commission maintains recreation facilities in Aurora, East Hamburg, Lancaster and Tonawanda.
57. One of these workers is also reported as a full time year round worker with the Outing Club.
58. Playgrounds were open under leadership for one week only.
59. This figure represents attendance from September 1st to December 31st, 1935.
60. The Monroe County Park Commission maintains recreation facilities in Hamlin, Mendon, Penfield, Perenton, Pittsford and Riga.
61. This figure represents the expenditures of the Recreation Division for activities leadership only.
62. This figure represents the expenditures for leadership from January 1st until October 28th.
63. Part of the salaries paid these workers came from city funds.
64. The Westchester County Park Commission maintains recreation facilities in Ardsley, Cortlandt, Harmon, Mount Vernon, New Rochelle, Rye, Tarrytown, White Plains, Yonkers and Yorktown.
65. Summer playgrounds were open only two weeks.
66. This report covers recreation service in Glenburn, Grano, Greene, Loraine, Mohall, Norma, Sherwood and Tolley.
67. Golf Course operated and controlled by a separate Golf Commission. Cost of operation and maintenance has not been included in reported expenditures.
68. This report covers service in Addyston, Blue Ash, Deer Park, Delhi Township, Elmwood Place, Fairfax, Glendale, Harrison, Hooven, Liberty, Lockland, Loveland, Maderia, Mariemont, Montgomery, Newtown, Norwood, North Bend, North College, St. Bernard and Silverton.
69. This figure includes $3,500.00 expended by local communities outside of Cincinnati for operation and maintenance of recreation facilities.
70. This figure does not include attendance figures at 35 playgrounds located outside of Cincinnati and served through the Hamilton County Recreation Service.
71. This figure does not include attendance at 28 indoor centers outside Cincinnati and served through Hamilton County Recreation Service.
72. Swimming pools with maximum depth of four feet.
73. The Metropolitan Park Board maintains recreation facilities in Bedford, Brecksville, Euclid, Hinckley Township, Olmsted and Willoughby Township.
74. This report includes recreation service in Clyde and Woodville.
75. This report includes recreation service in Arlington, California, Carthage, Cincinnati, Colerain, Deer Park, Foster, Lockland, Madisonville, Mount Washington, Newtown, Norwood and Oakley.
76. One of these is a 15-hole golf course.
77. One swimming pool is privately owned and is used two days each week by the Park Commission.
78. The Allegheny County Bureau of Parks maintains recreation facilities in Broughton, McCardles and Snowden.
79. This figure includes attendance at recreation buildings.
80. This figure includes playground attendance.
81. Eighteen of these pools are also included in the report of the Department of Hygiene.
82. In addition to this amount, approximately $58,500.00 was expended by the Park Department, Water Bureau and School District for maintenance of the recreation facilities reported.
83. This report covers recreation service in Georgetown, Larksville, Lee Park, Midvale, Plains, Plymouth, Sugar Notch, Warrior Run and Wilkes Barre.
84. Golf course leased to a private corporation. Some of the other facilities are controlled by the Playground and Recreation Association of Wyoming Valley.
85. A number of the facilities listed in the Board of Recreation report are on Park Department property.
86. The Neighborhood Guild serves the villages of Kingston, Mantanuck, Peace Dale, Wakefield and West Kingston.

87. This report covers recreation service in Armathwaite, Clarkrange, Grimsley, Helena, Jamestown, Pall Mall, Shirly, Wilder and Wolf River.
88. One of these is a 27-hole golf course.
89. These playgrounds were open only one week.
90. This report covers recreation service in Central, Elko, Fort Lee, Glen Allen, Highland Springs, Richmond, Sandston and Westhampton.
91. Twenty-eight emergency leaders who served the Colored Recreation Association are included in the Community Recreation Association report.
92. This report covers recreation service in Blacksville, Cassville, Continental, Everettsville, Jerome Park, Osage, Pursglove, Sabraton, Star City, Wana and Westover.
93. This report covers recreation service in Boothscreek, Flemington, Knottsville, Rosemont, Simpson and Webster.
94. This report includes recreation service in Bloomer, Cadatt, Chippewa Falls, Halcombe, New Aburn and Stanley.
95. This report includes recreation service in Elroy, Hustler, Manston, New Lisbon, Necedah and Wonewac.
96. This report covers recreation service in Amberg, Coleman, Crivitz, Goodman, Marinette, Niagara, Pembine, Peshtigo and Wausaukee.
97. This figure represents attendance at one building open the year round.
98. The Milwaukee County Park Commission maintains recreation facilities in Brown Deer, Greenfield, North Milwaukee, Shorewood, South Milwaukee, Wauwatosa and West Allis.
99. The bathing beaches were operated jointly by the Park Board and Board of Education, the latter furnishing guards and instructors.
100. This figure includes attendance at two shower centers.
101. Supervision was provided at the beaches on special occasions. They are maintained by County Park Commission and expenditures have not been included in this report.
102. This report covers recreation service in Crater, Haiku, Haliimaile, Hamakuapoko, Hana, Honokohua, Honokowai, Huelo, Kaanapali, Kaeleku, Kahana, Kahului, Kailua, Kapunakea, Kaupakalua, Keahua, Keanae, Kelawea, Kihei, Kuhua, Kula, Lahaina, Launuipoko, Makawao, Olowalu, Orpheum Camp, Paia, Lower and Paia, Paunau, Pauwela, Peahi, Pulehu, Pump Camp, Puukolii, Puunene, Spreckelsville, Ukumehame, Wahikuli Pump, Waiehu, Waihee, Waikapu and Wailuku.
103. This figure includes attendance at 85 skating rinks.

Public Recreation - 1925 and 1935

The following figures indicate the marked expansion in the public recreation movement during the decade 1925-1926

	1925	1935
Number of cities	748	2,204
Employed recreation leaders	17,177	43,976
Volunteer leaders	6,799	10,346
Cities with training institutes	115	219
Total expenditures	$18,816,165.55	$37,472,409.54
Playgrounds under leadership	5,121	9,650
Indoor centers under leadership	1,613	4,949
Recreation buildings	265	1,149
Baseball diamonds	2,831	4,197
Bathing beaches	273	605
Golf courses	153	336
Ice skating areas	1,217	2,324
Swimming pools	534	1,098
Tennis courts	6,110	9,880
Wading pools	629	1,292

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Emergency Recreation Service in 1935

The section which follows records recreation service which was provided in 1,045 communities through the use of emergency funds alone. This number is in addition to the cities, the work in which is reported in the preceding section. The following tables also contain reports from 16 cities which are included in the section relating to regular service. These reports appear in the tables which follow because the particular service which they record was financed entirely from emergency funds.

Although fewer individual reports were received this year than in 1934, more of them related to county-wide programs which served a larger number of different communities than did the programs reported the preceding year. It will be noted that many reports were received from such states as New Jersey, Michigan, New York, Indiana and Mississippi. On the other hand several states which were well represented in the Year Book for 1934, submitted few reports; for example there are probably one hundred fewer communities in Florida listed this year as compared with 1934, even though much work was carried on. Other states such as Pennsylvania and Kansas which have submitted few if any reports either year, are known to have had extensive programs in operation throughout the state in both 1934 and 1935.

As previously suggested, one of the reasons for the difficulty in securing reports, even incomplete ones, for 1935 is the change in Administration from the E.R.A. to the W.P.A. which was made late in the year. This transfer caused many changes in personnel with the result that leaders serving early in 1936 were unable to record the recreation service carried on during the year covered by this report.

The summaries and statistical summaries which follow indicate the nature and extent of the activities and facilities carried on in the communities for which emergency reports were submitted. The worthwhileness of the expenditure of emergency funds for such service is reflected in the large numbers of individuals who have had an opportunity to engage in recreational activities at the playgrounds, indoor centers, swimming, sports and game facilities which have been made available through the use of emergency funds.

In most of the summary tables which follow, the number of cities reporting the various items is indicated. It should be kept in mind that many of the figures representing the number of cities reporting actually represent county reports and that therefore the number of individual communities involved is much larger than the figure indicates.

Leadership

A total of 4,447 men and women were paid from emergency funds for service as recreation leaders in cities, towns and villages where no other leadership was provided in 1935. This number is less than that reported the previous year. On the other hand, as previously pointed out, the number of emergency leaders serving in cities where workers were also employed from regular funds, is considerably greater than in 1934. Consequently, the total number of emergency leaders reported in all cities, namely 25,480, exceeds that of 1934 by 2,231.

In the cities with emergency service only 1,418, or nearly one third of the 4,447 leaders, were working full time at the end of 1935. In the cities with some regular service 5,374, or a little more than one-fourth of the emergency leaders, were serving on a full time basis. In contrast with these figures, only 2,606 workers paid from regular funds were employed full time during the year.

	In Cities With Emergency Service Only	*In Cities With Regular Service*	*In All Cities Reporting*
Men Workers Employed	2,665 (322)	13,300 (438)	15,965 (760)
Women Workers Employed	1,782 (299)	7,733 (396)	9,515 (695)
Total Workers Employed	4,447 (364)	21,033 (456)	25,480 (820)
Men Workers Employed Full Time	907 (104)	3,386 (123)	4,293 (227)
Women Workers Employed Full Time	511 (87)	1,988 (103)	2,499 (190)
Total Workers Employed Full Time	1,418 (116)	5,374 (128)	6,792 (244)

Volunteers

Nine hundred and eighty-two men and women were enlisted as volunteer leaders in 92 cities employing only emergency workers; of this group 501 were men and 481 were women.

Playgrounds and Indoor Centers

Outdoor Playgrounds

Opportunities for participation in outdoor and indoor activities under leadership were made available to thousands of people in 1935 at the playgrounds and centers in the communities where emergency leaders only were available. Outdoor playgrounds numbering 1,588 were conducted in these communities and 579 of these playgrounds were open under leadership for the first time. Others had been opened for the first time the previous year when they were also conducted by emergency leaders. Attendances reported are less than in 1934 but in view of the fact that many of these playgrounds are in small towns and villages, an average daily attendance of 139,540 and a seasonal attendance of 7,378,079 indicate that they are appreciated by large numbers of people.

Number of outdoor playgrounds for white and mixed groups (314 cities)		1,495
Open year round (32 cities)	102	
Open during the summer months only (249 cities)	898	
Open during school year only (33 cities)	111	
Open during summer and/or other seasons (73 cities)	384	
Average daily summer attendance of participants (1,121 playgrounds in 249 cities)		95,687
Average daily summer attendance of spectators (940 playgrounds in 181 cities)		38,360
Number of outdoor playgrounds open in 1935 for the first time (161 cities)		540

In addition to the foregoing, outdoor playgrounds for colored people are reported as follows:

Number of playgrounds for colored people (53 cities)		93
Open year round (7 cities)	21	
Open summer months only (43 cities)	63	
Open school year only (4 cities)	5	
Open summer and/or other seasons (4 cities)	4	
Average daily summer attendance of participants (57 playgrounds in 39 cities)		4,009
Average daily summer attendance of spectators (42 playgrounds in 29 cities)		1,484
Number of playgrounds for colored people open in 1935 for the first time (25 cities)		39

Total number of playgrounds for white and colored people (324 cities)	1,588
Total average daily summer attendance of participants and spectators at playgrounds for white and colored people (1,178 playgrounds)	139,540

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Total yearly or seasonal attendance of participants and spectators at playgrounds for white and colored people (1,118 playgrounds in 226 cities)	7,378,079
Total number of playgrounds for white and colored people open in 1935 for the first time	579

Recreation Buildings

One hundred and six buildings were opened for use under the direction of emergency leaders in 1935, 65 of them under leadership for the first time. The attendances recorded at 90 of these buildings total 947,657.

Number of recreation buildings for white and mixed groups (53 cities)	96
Total yearly or seasonal attendance of participants (82 buildings in 45 cities)	913,027
Number of recreation buildings for white and mixed groups open in 1935 for the first time (37 cities)	60

In addition, recreation buildings for colored people are reported as follows:

Number of recreation buildings for colored people (9 cities)	10
Total yearly or seasonal attendance of participants (8 buildings in 6 cities)	34,630
Number of recreation buildings for colored people open in 1935 for the first time (4 cities)	5
Total number of recreation buildings for white and colored people	106
Total yearly or seasonal participants at recreation buildings for white and colored people (90 buildings in 51 cities)	947,657
Number of recreation buildings for white and colored people open in 1935 for the first time (41 cities)	65

Indoor Recreation Centers

As in the case of playgrounds, fewer cities reported fewer indoor centers in 1935 than in 1934. Nevertheless 1,310 schools and other centers were conducted under leadership in cities and towns where emergency leaders only were reported. The attendance for the year at 962 of these centers totaled approximately two million.

Number of centers open 3 or more sessions weekly (146 cities)	667
Total yearly or seasonal attendance (482 centers in 98 cities)	1,621,539
Number of centers open less than 3 sessions weekly (117 cities)	643
Total yearly or seasonal attendance (480 centers in 90 cities)	363,561
Total number of indoor recreation centers (228 cities)	1,310
Total attendance (962 centers)	1,985,100

Play Streets

Seven cities reported a total of 102 play streets open under leadership, 24 of them open in 1935 for first time.

Recreation Facilities

The extent to which recreation opportunities were afforded to large numbers of people through the operation of recreation facilities with emergency funds is indicated by the fact that nearly six million attendances were recorded at such facilities last year. Largest in point of numbers are the softball diamonds, with horseshoe courts, tennis courts, baseball diamonds and ice skating areas

following in the order named. Comparatively few swimming pools, golf courses and special winter sports facilities were reported. Many of the facilities were open to community use in 1935 for the first time.

Throughout the following table the figures in parentheses indicate the number of cities reporting in each particular case and the figure in brackets indicate the number of facilities for which information relative to participation is given.

Facilities	*Number*	*Participants per season*	*Number open in 1935 for first time*
Archery Ranges	26 (17)	5,326 (5) [10]	3 (3)
Athletic Fields	300 (124)	1,209,601 (72) [170]	62 (36)
Baseball Diamonds	528 (157)	1,137,500 (80) [276]	135 (39)
Bathing Beaches	117 (60)	749,061 (25) [38]	38 (21)
Bowling Greens	1 (1)	175 (1) [1]	1 (1)
Golf Courses (9-hole)	4 (4)	25,225 (2) [2]	1 (1)
Handball Courts	90 (38)	43,345 (22) [51]	22 (15)
Horseshoe Courts	737 (160)	152,092 (91) [451]	235 (65)
Ice Skating Areas	230 (70)	429,603 (45) [149]	87 (35)
Shuffle-board Courts	60 (23)	19,970 (15) [41]	33 (15)
Ski Jumps	39 (16)	7,250 (5) [8]	9 (5)
Softball Diamonds	800 (189)	800,217 (105) [457]	246 (77)
Stadiums	9 (9)	67,707 (4) [4]	2 (2)
Summer Camps	16 (12)	2,253 (8) [11]	8 (8)
Swimming Pools (indoor)	17 (13)	38,750 (8) [9]	1 (1)
Swimming Pools (outdoor)	43 (30)	403,079 (13) [25]	8 (7)
Tennis Courts	567 (139)	243,166 (75) [286]	133 (49)
Toboggan Slides	35 (25)	32,597 (15) [20]	18 (13)
Wading Pools	111 (60)	.....	11 (10)

Management

An analysis of the agencies which administered recreation activities or facilities in 1935 entirely with emergency funds shows that next to the emergency relief authorities, school boards sponsored or supervised the projects in the largest number of cities reporting. Nevertheless, reports were received from less than half as many school authorities as the previous year. Of the private

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sponsoring agencies, recreation or community service organizations head the list, followed by parent teacher associations.

The following table lists the number of agencies, public and private, which sponsored or conducted the recreation service reported in cities where no work was carried on with regular funds in 1935.

Public

The forms of administration in cities reporting emergency recreation service only in 1935 are summarized as follows:

Managing Authority	*Number of Agencies*
Emergency Relief Administrations	166
Boards of Education and other School Authorities	74
Mayors, City Councils, City Managers and Borough Authorities	22
Playground and Recreation Commissions, Boards and Departments	19
Municipal Playground Committees, Associations and Advisory Commissions	10
Park Commissions, Boards, Departments and Committees	9
Departments of Public Welfare	4
Other Departments	11

Private

Private organizations maintaining playgrounds, recreation centers or community recreation activities in cities reporting emergency recreation service only in 1935 are reported as follows:

Managing Authority	*Number of Agencies*
Playground and Recreation Associations, Committees, Councils and Leagues, Community Service Boards, Committees and Associations	36
Parent Teacher Associations	10
Y.M.C.A.'s and Y.W.C.A.'s	5
Civic, Neighborhood and Community Leagues, Clubs and Improvement Associations	4
American Legion	3
Kiwanis Clubs	3
Miscellaneous	12

Finances

More than one and a half million dollars were spent for recreation in 314 of the cities reporting emergency service only. Most of this money went into leaders' salaries — of the amount for which the types of expenditures were designated, more than 90 per cent were used for this purpose. In addition to these expenditures from emergency funds, $79,434.61 were raised from private or public sources and spent for purposes other than leadership.

As previously indicated, expenditures from regular funds were supplemented in 469 cities by emergency funds totaling $14,373,231.03. Therefore even though reports of emergency expenditures for recreation in 1935 are very incomplete, a total of nearly sixteen million dollars is recorded. The comparable figure in 1934 was more than twenty-one miillions, which exceeded the amount spent from regular sources. In 1935, however, regular expenditures were greater than those from emergency funds by $5,632,833.10.

The following table indicates the amounts spent from emergency sources in 1935. In each instance the figures in parentheses represent the number of cities reporting.

	In Cities With Emergency Service Only	*In Cities With Regular Service*	*In All Cities*
Land, Buildings, Permanent Equipment	$ 124,659.04 (15)	$ 4,949,449.94 (134)	$ 5,074,108.98 (149)
Salaries and Wages for Leadership	1,175,521.34 (295)	5,204,553.39 (376)	6,380,074.73 (571)
Total Expenditures	1,546,557.19 (314)	14,373,231.03 (469)	15,919,788.22 (783)

In addition, funds from non-emergency sources supplemented the emergency expenditures as follows:

Land, Buildings, Permanent Equipment	$28,688.77 (40)
Upkeep, Supplies and Incidentals	25,489.17 (101)
For Other Services	3,255.28 (15)
Total	79,434.61 (152)

No attempt was made to summarize the sources of emergency funds most of which came from tax sources. The following table summarizing the sources of non-emergency funds reveals the fact that in many communities emergency service was supplemented by contributions from private sources.

Source of Support	*Amount*	*Number of Cities*
Tax Funds	$33,770.60	61
Fees and Charges	4,622.43	24
Private Funds	30,999.88	71

Training Institutes

The importance of training emergency leaders has been recognized in many communities, as the following table summarizing reports of recreation institutes indicates. In each instance the figures in parentheses represent the number of cities reporting and the figures in brackets indicate the number of institutes to which the accompanying figures relate.

	Number	*Average Registration*	*Average Class Hours Per Institute*
Institutes for paid workers only	114 (43)	23 [111]	14 [104]
Institutes for volunteer workers only	17 (6)	26 [17]	12 [6]
Institutes for paid and volunteer workers	131 (28)	24 [129]	10 [103]
Total number of institutes for paid and volunteer workers (72 cities)			262
Total registration at 257 institutes			6,057
Total class hours at 213 institutes			2,549

Special Recreation Activities

Handcraft, athletics, hiking, swimming and storytelling are most frequently listed among the activities conducted in the communities where the programs were carried on exclusively with emergency workers. Art activities, music, folk dancing and picnicking are also reported by many cities. Of the games and sports, softball is listed most frequently, followed by baseball, horseshoes, basketball and volley ball. Softball also leads the list with the largest number of individuals participating; swimming, ice skating, social dancing and basketball follow in the order named.

In the table which follows, the figures in parentheses indicate the number of cities reporting the participants.

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Activities	Cities Reporting	Number of Different Individuals Participating
Arts and Crafts		
Art Activities for Children	128	14,338 (67)
Art Activities for Adults	76	8,183 (45)
Handcraft for Children	239	30,340 (132)
Handcraft for Adults	152	13,921 (84)
Athletic Activities		
Archery	31	1,084 (15)
Badge Tests (NRA)	27	5,513 (14)
Baseball	250	75,952 (114)
Basketball	219	34,534 (119)
Bowling	22	938 (14)
Bowling-on-the-green	2	52 (1)
Handball	96	5,258 (42)
Horseshoes	238	29,212 (125)
Soccer	57	6,622 (27)
Softball	257	124,226 (136)
Tennis	184	27,560 (85)
Track and Field	137	16,350 (80)
Volley Ball	196	18,911 (118)
Dancing		
Folk Dancing	117	14,468 (63)
Social Dancing	103	37,408 (61)
Drama		
Drama Tournaments	48	4,546 (24)
Festivals	50	8,111 (22)
Pageants	74	6,716 (29)
Plays	172	17,064 (104)
Puppets and Marionettes	57	4,294 (26)
Music		
Instrumental	132	21,394 (79)
Vocal	129	29,802 (78)
Outing Activities		
Camping	45	2,099 (24)
Hiking	159	23,297 (95)
Gardening	25	1,225 (15)
Nature Activities	86	7,861 (45)
Picnicking	122	28,550 (66)
Water Sports		
Swimming	180	117,596 (107)
Swimming Badge Tests (NRA)	47	2,755 (23)
Winter Sports		
Ice Hockey	47	5,235 (25)
Skating	94	83,743 (55)

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Skiing	37	2,820 (18)
Tobogganing	42	5,737 (21)
Miscellaneous Activities		
Circuses	31	9,088 (16)
Community Wide Celebrations	105	67,016 (48)
First Aid Classes	95	7,212 (54)
Forums, Discussion Groups, etc.	63	3,292 (34)
Motion Pictures	26	.....
Playground Newspaper	14	809 (11)
Safety Activities	71	10,627 (38)
Storytelling	172	34,189 (99)

Courtesy Detroit Public Schools

During the past few years the art of puppetry has captured the imagination of both children and adults. They are making puppets and giving shows, and very often they write the plays they present. In a few communities there are traveling puppet theaters which go from playground to playground adding greatly to the joy of life and making a unique contribution to the play program.

EMERGENCY RECREATION SERVICE IN 1935

Footnotes follow the table

No. of City	STATE AND CITY	Population	Managing Authority	Emergency Recreation Leadership: Paid Workers: No. of Men	Paid Workers: No. of Women	Paid Workers: No. Employed Full Time: Men	Paid Workers: No. Employed Full Time: Women	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures for Emergency Service Last Fiscal Year: From Relief Funds: Land, Buildings, Permanent Equipment	From Relief Funds: Leadership	From Relief Funds: Total	From Other Than Relief Funds	Playgrounds: Number	Playgrounds: Total Yearly or Seasonal Attendance	Indoor Centers: Number	Indoor Centers: Total Yearly or Seasonal Attendance	No. of City
	Alabama																	
1	Autauga County[1]	19,694	F. E. R. A. and W. P. A.	5	11	1	4	4	7	.....	900.00	900.00	.....	5	6,468	6	6,470	1
2	Chambers County[2]	39,313	F. E. R. A. and W. P. A.	....	1	....	....	3	9	.....	.....	720.00	.....	4	.....	2	.....	2
3	Florence	12,000	Lauderdale County Child Welfare Board and W. P. A.	10	21	....	....	6	8	.....	4,695.54	4,765.54	.....	4	30,660	3	37,000	3
4	Jefferson County[3]	431,493	Department of Public Welfare	10	9	....	....	2	1	.....	6,527.40	6,727.40	.....	20	[4]28,944	....	.....	4
5	Phenix City	13,862	School Board	1	....	....	....	3	5	.....	124.80	124.80	30.00	3	5,000	7	.....	5
	Arizona																	
6	Prescott	9,000	W. P. A.	....	1	....	....	....	....	.....	.....	.....	.....	1	.....	....	.....	6
	California																	
7	Gilroy	3,502	S. E. R. A.	2	2	....	....	....	....	.....	.....	.....	.....	1	.....	....	.....	7
8	Merced	9,000	S. E. R. A.	....	1	....	....	....	....	.....	.....	.....	.....	1	.....	....	.....	8
9	Morgan Hill	1,000	S. E. R. A.	2	2	....	....	5	....	.....	.....	980.00	.....	1	.....	....	.....	9
10	Pittsburg	10,000	City and School Board	1	1	1	1	....	....	.....	1,000.00	1,000.00	950.00	1	15,000	....	.....	10
11	Santa Maria	7,500	School Board	2	2	....	....	....	1	.....	275.00	275.00	.....	1	[2]2,250	....	.....	11
	Connecticut																	
12	Fairfield	23,000	Board of Education, Recreation Council and W. P. A.	17	3	17	3	....	....	.....	4,560.00	4,700.00	.....	9	41,272	3	18,897	12
13	Glastonbury	5,783	Board of Education and F. E. R. A.	4	2	4	2	....	....	.....	1,222.61	1,310.61	400.00	1	17,936	7	5,961	13
14	Milford	12,660	Recreation Commission and School Board	4	3	....	....	2	2	4,000.00	700.00	4,900.00	150.00	5	[2]2,640	....	.....	14
15	Stratford	22,000	F. E. R. A.	9	6	....	....	....	....	.....	1,695.00	1,695.00	224.59	6	[2]22,213	....	.....	15
	Florida																	
16	De Land	8,400	Park and Recreation Board	6	4	....	....	....	....	.....	.....	.....	.....	3	12,130	....	.....	16
	Georgia																	
17	Brunswick	14,500	City and Board of Education	2	2	....	....	....	....	.....	500.00	500.00	300.00	3	.....	1	.....	17
18	Fulton County[5]	318,587	F. E. R. A. Recreation Department	150	150	150	150	....	....	.....	75,000.00	75,000.00	.....	30	402,765	9	32,485	18
	Illinois																	
19	Benld	3,000	W. P. A.	4	3	1	1	....	....	.....	880.00	880.00	300.00	3	.....	2	600	19
20	Carlinville	5,000	W. P. A.	4	8	4	8	....	....	.....	1,326.00	1,361.00	85.00	2	.....	1	.....	20
21	Danville	37,000	Recreation Department and W. P. A.	20	15	20	15	6	5	.....	12,000.00	15,000.00	.....	10	[4]160,000	7	109,654	21
22	Erie	900	Board of Education	1	....	....	....	....	....	.....	126.00	126.00	32.95	1	4,500	1	750	22
23	Fireworks Station	2,480	Board of Education and W. P. A.	4	3	4	3	....	....	.....	960.00	1,626.00	143.00	2	12,000	2	12,000	23
24	Lombard	7,000	Park District	17	6	17	6	....	....	.....	3,500.00	3,500.00	550.00	....	.....	1	500	24
25	Lovejoy	2,500	School Board and Village Board	8	12	8	12	....	....	.....	3,500.00	4,000.00	1,800.00	3	20,000	2	10,000	25
26	McHenry County[6]	35,079	County Home Bureau	....	2	....	....	15	15	.....	900.00	900.00	.....	....	.....	5	.....	26
27	Palmyra	760	Village of Palmyra	3	8	3	8	....	....	.....	1,272.00	2,064.00	142.22	....	.....	1	3,798	27
28	Quincy	40,000	County and City Schools	15	5	15	5	....	....	.....	500.00	500.00	.....	....	.....	1	.....	28
29	Sangamon County[7]	111,733	Y. M. C. A., County Court and E. R. C.	40	15	2	....	10	6	.....	.....	35,000.00	3,000.00	5	.....	1	3,525	29
30	Tamaroa	900	E. R. C. and W. P. A.	3	4	3	4	....	....	80.00	4,836.00	6,500.00	444.00	2	40,500	1	34,000	30
31	Willisville	580	City and W. P. A.	5	....	....	....	....	....	.....	300.00	1,800.00	100.00	1	2,500	....	.....	31
	Indiana																	
32	Alexandria	4,390	Recreation Council	7	1	7	1	....	....	.....	4,500.00	4,500.00	500.00	2	.....	5	16,000	32
33	Allen County[8]	135,000	W. P. A.	27	1	27	1	30	10	.....	.....	36,670.00	170.00	....	.....	3	.....	33
34	Brookville	2,140	Recreation Commission	1	....	....	....	....	....	.....	.....	.....	20.00	1	.....	....	.....	34
35	Carroll County[9]	16,315	W. P. A. Recreation Committee	5	3	1	1	....	....	20.00	2,340.00	2,510.00	.....	6	56,200	2	3,500	35
36	Clark County[10]	30,764	W. P. A.	....	....	....	....	10	5	.....	.....	.....	.....	6	.....	6	11,188	36
37	Delaware County[11]	67,270	W.P. A.	2	....	2	....	5	1	.....	552.00	3,247.38	760.00	8	8,000	3	2,110	37
38	Elletsville	782	Playground Committee	2	....	....	....	....	....	.....	376.00	376.00	96.96	1	6,739	....	.....	38
39	Garrett	4,428	City of Garrett	....	1	....	....	....	....	.....	.....	500.00	.....	1	.....	....	.....	39
40	Grant County[12]	51,066	Kiwanis Club and W. P. A.	15	2	15	2	....	1	.....	.....	.....	.....	10	195,862	....	.....	40
41	Hammond	72,000	Park Board	18	9	18	9	....	2	.....	13,000.00	13,150.00	.....	25	397,000	10	100,000	41
42	Knox County[13]	18,000	W. P. A.	60	43	....	....	....	....	.....	1,900.00	1,900.00	.....	11	84,000	9	.....	42
43	Lake County[14]	140,000	Gary Schools and W. P. A. Recreation Bureau	30	22	18	12	....	....	.....	30,250.00	37,939.00	.....	6	180,000	23	288,456	43
44	La Porte County[15]	15,476	W. P. A.	14	13	....	....	2	2	.....	15,000.00	15,000.00	.....	7	56,094	10	.....	44
45	Madison	6,530	F. E. R. A. and W. P. A.	2	1	2	1	17	57	.....	.....	.....	74.00	4	33,317	2	13,883	45
46	Michigan City	30,000	W. P. A.	11	9	11	9	....	....	.....	2,930.00	4,370.00	290.00	12	52,461	7	13,348	46
47	Monroe County[16]	35,974	County Recreation Committee	17	2	7	2	71	8	12,532.82	6,654.97	19,358.87	233.58	14	142,550	15	17,622	47
48	New Albany	32,000	Recreation Board	21	9	21	9	....	....	.....	2,380.00	[17]17,974.00	1,750.00	6	187,071	2	4,054	48
49	Posey County[18]	17,853	W. P. A.	8	2	....	....	....	....	.....	.....	1,096.00	900.00	....	.....	9	.....	49
50	Richmond	30,000	Recreation Board and W. P. A.	24	14	9	5	11	8	.....	7,662.54	7,662.54	449.10	....	.....	6	.....	50
51	Rush County[19]	19,412	Recreation Committee	1	....	....	....	....	....	.....	.....	.....	.....	2	.....	....	.....	51
52	Rushville	6,000	City and W. P. A.	2	....	1	....	....	....	.....	.....	.....	450.00	....	.....	1	20,000	52
53	Shelbyville	10,860	Shelby County Recreation Association	19	2	1	....	10	10	.....	.....	1,700.00	2,626.00	9	100,300	3	.....	53
54	Sullivan County[20]	28,133	E. R. A.	2	....	....	....	1	....	.....	160.00	160.00	.....	....	.....	....	.....	54
55	Vermillion County[21]	23,238	W. P. A.	17	6	1	....	5	3	.....	4,800.00	4,800.00	110.00	11	160,000	14	.....	55
56	Washington	9,000	W. P. A.	10	....	1	....	19	3	.....	5,496.00	5,496.00	750.00	7	25,000	3	.....	56
	Iowa																	
57	Iowa Falls	4,000	School Board	1	....	....	....	....	....	.....	.....	400.00	.....	1	.....	....	.....	57
	Kansas																	
58	Concordia	5,500	E. R. A.	8	6	....	....	13	20	.....	585.71	585.71	175.00	3	18,318	1	1,250	58
59	Hutchinson	30,000	City Commission and Park Department	10	5	10	5	6	5	.....	4,000.00	5,000.00	1,000.00	6	17,000	4	33,000	59
60	Liberal	4,627	Recreation Committee, City Council	2	4	....	....	....	....	.....	2,351.05	3,432.55	985.11	5	10,656	2	.....	60
	Kentucky																	
61	Lebanon	3,200	E. R. A.	2	....	....	....	....	....	.....	134.80	134.80	.....	....	.....	1	500	61
62	Princeton	5,000	School Board	2	1	....	....	1	1	.....	321.00	321.00	.....	1	24,000	2	.....	62

Footnotes follow the table

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	Louisiana																	
1	Alexandria	35,000	State College Extension Division, and Rapides Parish Council	1	14			12	28		1,173.60	1,173.60				2		1
	Maine																	
2	Bangor	28,000	City of Bangor		12						985.25	985.25	400.00	5	37,000			2
	Maryland																	
3	Washington Co.[22]	65,882	Board of Education	6		2					1,662.65	1,672.65	25.00	10	16,909	7	16,909	3
	Massachusetts																	
4	Amesbury	10,868	Park Commissioners	9	6						1,498.60	1,498.60	16.59	3	[4]22,250			4
5	Fall River	115,000	Park Department	65	32						29,497.70	30,478.80		12	232,556			5
6	Haverhill	48,710	Playground Department and E. R. A.	44	18	44	18				8,499.98	8,499.98	2,163.33	7	28,980			6
7	Holyoke	56,139	E. R. A.	82	18	45	3				21,400.17	32,647.97		11	140,000	10	300,000	7
8	Medford	61,135	E. R. A.	53	21							27,840.00	944.76	10				8
9	Northampton[23]	25,000	Recreation Committee	37	23	37	23				21,056.53	21,056.53	4,610.00	16	219,000	12	96,000	9
10	Orange	5,381	School Board	4	2					500.00	700.00	1,200 00		1				10
11	Pittsfield	48,000	Park Commission	32	8									9	200,818	6	69,379	11
12	Webster	13,000	School Department and E. R. A.	12	12					[24]53,476.72	4,250.00	58,426.72		4	70,000			12
13	West Bridgewater	3,356	American Legion and E. R. A.	1				5	3		306.00	306.00		2		1		13
14	Whitman	7,638	Whitman School Committee and E. R. A.	1							148.50	148.50				1	1,347	14
	Michigan																	
15	Albion	8,267	Recreation Commission and E. R. A.	2	2	2	2				300.00	300.00	10.00	3		1		15
16	Alcona County[24]	4,989	County School Commissioner	2	3						1,400.00	1,400.00		5	1,500	11	7,000	16
17	Alger County[25]	9,281	Recreation Commission	11							751.00	16,751.00	12,100.00			15	3,050	17
18	Alma	7,000	Board of Education and W. P. A.	4							816.00	816.00	140.00	1	9,750	1	6,000	18
19	Bad Axe	2,500	Board of Education	7	3	7	3				250.00	950.00		3	2,000	3	800	19
20	Baraga	3,181	Board of Education	6	1						2,500.00	2,500.00	500.00	5	20,000	3	5,300	20
21	Baroda	300	Board of Education, American Legion and E. R. A.	1							96.00	96.00		1	1,920	1	160	21
22	Calhoun County[26]	87,043	W. P. A.	1	3						467.50	467.50		1		2	200	22
23	Channing	800	W. P. A.	2										1		2	180	23
24	Charlevoix County[27]	12,000	School Boards	14	3	1					4,320.00	4,320.00		9		3		24
25	Clinton County[28]	24,174	W. P. A.	7	8							9,000.00		13	100,000	15	25,000	25
26	Decatur	1,500	Board of Education and S. E. R. A.	1	3						240.00	288.00		1	[4]900			26
27	Emmet County[29]	15,109	W. P. A.	15	3							3,000.00		10	35,000	30	55,000	27
28	Farwell	750	Board of Education	1	1						720.00	720.00	50.00					28
29	Garden	415	School Board	1	1						63.00	63.00		1		1		29
30	Gladstone	5,170	Board of Education	1							400.00	500.00	100.00	2	15,000			30
31	Gogebic County[30]	31,577	E. R. A. and W. P. A.	22	2						3,928.00	3,928.00	5,000.00	2		10		31
32	Grayling	1,965	Board of Education	4							1,400.00	1,550.00		1		1	1,000	32
33	Houghton County[31]	52,881	E.R. A.	20	2									8		9		33
34	Ionia County[32]	35,093	W. P. A.	20	9					35,000.00	15,000.00	55,000.00		15		11	40,000	34
35	Iosco County[33]	7,517	County School Commissioner	7	1						1,800.00	1,800.00		6	5,000	10	9,000	35
36	Iron County[34]	20,805	W. P. A.	24	6						2,261.57	4,837.73		7		11		36
37	Kenton	300	Board of Education	1							660.00	660.00		1	7,400	1	1,200	37
38	Keweenaw County[35]	5,000	E. R. A.	3										5		2		38
39	Leelanau County[36]	8,200	E. R. A. and W. P. A.	8	2	8	2					[17]300.00	300.00			9		39
40	Manistique	6,500	W. P. A.	13	3						1,500.00	1,500.00	200.00	3	[3]3,000	3		40
41	Marcellus	1,000	School Board	1	1						216.00	216.00		1	[5]5,100			41
42	Marshall	5,019	School Board	4	1						500.00	1,500.00		4		1	15,000	42
43	Mikado	150	W. P. A.		1					1,350.00	700.00	2,050.00		2	8,000	2	5,000	43
44	Montcalm County[37]	25,000	Boards of Education and F. E. R. A.	2	6						1,680.00	1,680.00		2		8		44
45	Montmorency Co.[38]	3,500	E. R. A. and W. P. A.	2	1						600.00	600.00				5	1,550	45
46	Montrose	650	F. E. R. A.		1						120.00	120.00	15.00	1	[2]2,000			46
47	Nahma	700	School Board	2	1	2	1	1	1		752.00	752.00		2	9,000	2		47
48	Norway	4,016	Recreation Council	2							168.00	168.00	20.00	3	10,500			48
49	Ogemaw County[39]	6,595	County School Commissioner	2	6						1,065.00	1,065.00		4	4,000	6	3,600	49
50	Ontonagon County[40]	11,114	W. P. A.	21	8						2,900.00	2,900.00		23	180,000	11	12,000	50
51	Pellston	900	School Board	1	2						840.00	840.00	300.00	2	1,500	1	7,600	51
52	Quincy	1,300	Board of Education	1							200.00	200.00		2		1	800	52
53	Rock	378	Board of Education	1							720.00	720.00				1	2,000	53
54	Wexford County[41]	16,827	W. P. A.	21	3	21	3	3	2			[17]1,250.00	384.00	14	22,375	10	66,120	54
	Minnesota																	
55	Clearwater County[42]	9,546	County Agricultural Extension Division	1	1													55
56	Columbia Heights	6,000	S. E. R. A.	5	1							3,960.00		1		2	1,960	56
57	Fillmore County[43]	25,000	S. E. R. A.	2	2						1,500.00	2,000.00				4	2,000	57
58	Grant County[44]	9,558	County Agricultural Extension Division	5	6			1	1					6	10,000	4		58
59	Heron Lake	800	Village Council									515.00						59
60	Lincoln County[45]	11,350	E. R. A.	2	2	2	2				785.60	785.60		2		4		60
61	Lindstrom	561	Athletic Club and Commercial Club	1							400.00	400.00						61
62	Scott County[46]	15,000	S. E. R. A. and W. P. A.	2	1			15	14		1,338.00	1,338.00		2		13		62
63	Stevens County[47]	10,185	Recreation Committee	4	1	1	1	3	3	3,400.00	3,750.00	7,150.00	1,000.00	11	20,000	7	8,400	63
64	Traverse County[48]	7,937	E. R. A.	2	1						288.30	288.30	50.00	3				64
65	Wilkin County[49]	9,791	W. P. A.	3	5	2	1				2,036.00	2,036.00	200.00	6	6,000	7	20,000	65
66	Winona County[50]	35,000	S. E. R. A.	2	2						1,680.00	3,180.00		5	15,000	3	7,000	66
	Mississippi																	
67	Adams County[51]	23,564	W. P. A.	3	6	3	6	4	3					10	6,000	7	3,664	67
68	Attala County[52]	26,000	State Board of Health		13			5	3		1,300.00	1,450.00		1				68
69	Calhoun County[53]	18,080	E. R. A.		5		5				700.00	700.00		5	1,704	7		69
70	Claiborne County[54]	15,000	E. R. A. and W. P. A.		15									8		8	2,000	70
71	Covington County[55]	15,028	Y. W. C. A.	5	8			1	3		1,324.00	1,324.00		5				71
72	Franklin County[56]	12,268	W. P. A.	3	5	3	5	2	2					9	1,100	4	1,250	72
73	Hancock County[57]	11,415	E. R. A. and W. P. A.		6						720.00	720.00		18		6	2,500	73

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EMERGENCY RECREATION SERVICE IN 1935

Footnotes follow the table

No. of City	STATE AND CITY	Population	Managing Authority	Emergency Recreation Leadership: Paid Workers: No. of Men	Paid Workers: No. of Women	Paid Workers: No. Employed Full Time: Men	Paid Workers: No. Employed Full Time: Women	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures for Emergency Service Last Fiscal Year: From Relief Funds: Land, Buildings, Permanent Equipment	From Relief Funds: Leadership	From Relief Funds: Total	From Other Than Relief Funds	Playgrounds: Number	Playgrounds: Total Yearly or Seasonal Attendance	Indoor Centers: Number	Indoor Centers: Total Yearly or Seasonal Attendance	No. of City
	Miss.—Cont.																	
1	Harrison County[58]	44,143	E. R. A. and W. P. A.	1	5						1,680.00	1,680.00		8		21	9,500	1
2	Hinds County[59]	85,118	E. R. A.		8		1							11				2
3	ItwawambaCounty[60]	18,225	W. P. A.		6									3	4,580	12	28,000	3
4	Jefferson County[62]	14,291	E. R. A.	1	3									8		4		4
5	Jefferson Davis Co.[61]	14,281	Y. W. C. A.	5	8			2	5		1,436.00	1,436.00		15		4		5
6	Kemper County[63]	21,881	E. R. A. and W. P. A.		6		1							4		13	1,000	6
7	Lawrence County[64]	12,471	W. P. A.	1	3									3	8,560	6		7
8	Leake County[65]	27,000	State Board of Health		10				2		800.00	875.00		1		1		8
9	Lee County[66]	35,313	W. P. A.		5									5		10	11,560	9
10	Lowndes County[67]	29,987	W. P. A.		7									7	7,670	20	10,650	10
11	Monroe County[68]	36,141	W. P. A.		6									4	3,455	15	8,540	11
12	Noxubee County[69]	25,560	Board of Supervisors		10								25.00	5		11	800	12
13	Panola County[70]	30,000	W. P. A.	4	9									6	[4]10,500	11	26,000	13
14	Pontotoc County[71]	22,034	E. R. A.	2	9	2	9				2,308.00	2,308.00		4	5,096	12	13,548	14
15	Sharkey County[72]	13,877	Board of Supervisors	1	4	1	4				1,210.00	2,210.00		4	1,200	4	400	15
16	Simpson County[73]	20,897	W. P. A.	1	3		1							2	7,800	10		16
17	Tallahatchie Co.[74]	35,000	Board of Supervisors and School Board	3	3	1	3	2	5					3		7	1,100	17
18	Warren County[75]	50,000	E. R. A. and W. P. A.	1	35			50	100					23		26	16,000	18
19	Yalobusha County[76]	17,750	Board of Supervisors	4	4	1	3	3	8				20.00	3		2	1,500	19
	Montana																	
20	Butte	39,532	E. R. A. and W. P. A.	15	6									19	24,200	10	41,000	20
	New Hampshire																	
21	Somersworth	5,680	Village Trustees	1	1						300.00	1,300.00	100.00	1				21
	New Jersey[76a]																	
22	Allendale	1,728	E. R. A.	1				1			162.00	162.00		1	[2]3,500	1	318	22
23	Atlantic City	65,000	E. R. A.	14	19	6	6				8,421.00	8,421.00	575.00	11		5	2,100	23
24	Bayonne	93,120	E. R. A. and W. P. A.	6	2	6	2				4,800.00	4,800.00		10	17,564	7	22,514	24
25	Bergenfield	8,810	Second Reformed Church and E. R. A.	1	1						420.00	420.00		2	[5]5,432	2	1,172	25
26	Bernardsville	3,336	Recreation Commission	1	1						269.98	269.98	50.00	1	[7]7,762			26
27	Beverly	2,864	E. R. A. and W. P. A.	1				1	1		157.00	157.00		1	2,275	1	3,400	27
28	Bogota	7,341	Board of Education and E. R. A.	1	3		1				1,318.00	1,318.00		2	[2]25,630	5	3,479	28
29	Bordentown	4,750	E. R. A. and W. P. A.	1	1			1	1		416.00	416.00	150.00	1	20,590	3		29
30	Bound Brook	7,372	Recreation Committee, Welfare Society	2	2						539.96	539.96	200.00	2	[2]22,774			30
31	Branchville	665	E. R. A.		1						219.00	219.00		1	2,475			31
32	Bridgeton	15,000	W. P. A.	5	2	5	2	3	2				1,750.00	4	10,550	5	10,725	32
33	Carteret	14,000	Recreation Committee and W. P. A.	3	3	3	3	2	1				473.30	1	47,228	1	13,813	33
34	Clark Township	1,474	E. R. A.	3	3						400.00	400.00				1	4,000	34
35	Cliffside Park	18,000	Leisure Time Council and E. R. A.	2	3						824.00	824.00		3	[4]14,353	2	3,455	35
36	Clifton	46,875	Recreation Committee and E. R. A.	5	4	1					2,448.00	2,448.00	250.00	4	90,000	4	5,000	36
37	Colonial Manor	2,000	Playground Committee	1							150.00	150.00		1	260			37
38	Cranberry Lake	250	Cranberry Lake Development Company and E. R. A.	1							211.00	211.00						38
39	Cranford	11,126	E. R. A.	1	1						260.00	260.00	50.00	1	3,000			39
40	East Paterson	4,779	City Council and E. R. A.		1						150.00	150.00		1	[8]8,750			40
41	East Rutherford	7,078	Board of Education and E. R. A.		1						246.00	246.00		1	[4]4,900	1	596	41
42	Edgewater	4,167	Board of Education and E. R. A.	1							150.00	150.00		3				42
43	Egg Harbor[77]	3,478	P. T. A.	1	1						950.00	950.00	20.00	2	[7]7,500	1	9,878	43
44	Egg Harbor Twp.	3,024	E. R. A.		2						1,050.00	1,050.00	50.00	4	9,046	3	800	44
45	Englewood	18,000	Board of Education and E. R. A.	3	1									3	[2]24,133			45
46	Ewing	1,000	Recreation Committee	2	2	1		3	5		192.00	192.00		2	3,000			46
47	Far Hills,Bedminster	1,200	E. R. A.	1							150.00	150.00	25.00	1	[3]3,191			47
48	Florence	3,200	E. R. A. and W. P. A.		1						135.00	135.00	35.00	2	2,400			48
49	Fort Lee	8,782	P. T. A. and E. R. A.	1	4						191.00	191.00		1		1	307	49
50	Franklin	4,176	E. R. A.	1	1						279.00	279.00		1	[8]8,000			50
51	Garfield	29,769	Recreation Committee and E. R. A.	5	4						1,570.00	1,570.00		4	[5]7,829	4	5,721	51
52	Garwood	3,344	E. R. A.	1	3						200.00	200.00				2	2,150	52
53	Glassboro	8,500	Playground Committee		2						300.00	300.00		2				53
54	Glen Rock	4,372	E. R. A.	1	1						150.00	150.00		1	[9]9,000			54
55	Hamburg	1,169	E. R. A.	1	1		1	2	3		945.00	945.00	85.00	1	5,500	4	4,950	55
56	Hamilton Park	300	E. R. A.	1				1	1		107.14	107.14	15.00	1	[2]2,345			56
57	Hamilton Twp.[78]	27,421	W. P. A.	7	9	1	1	15	5		2,980.00	2,980.00	350.00	7	52,500	21		57
58	Harrison	18,000	W. P. A.	6	1	6	1				3,885.00	3,885.00		4	29,540	1	30,108	58
59	Hasbrouck Heights	5,654	Lions Club and E. R. A.		1						150.00	150.00		1	[5]5,127			59
60	Hawthorne	11,868	Board of Education, Parent Teacher Association and E. R. A.	3	4	1					1,302.00	1,302.00	225.00	4	50,000	1	400	60
61	Hightstown	3,012	W. P. A.	1	2						200.00	200.00	125.00	2	14,050			61
62	Hillsdale	2,964	P. T. A. and E. R. A.	1	1						210.00	210.00		1	[7]7,650	1		62
63	Hillside	17,601	E. R. A. and W. P. A.	6	10	1					2,500.00	2,500.00		3	[6]8,800	5	3,000	63
64	Hopewell	2,000	Recreation Committee	1	1		1	3	2			160.00		1	5,000	1	6,000	64
65	Hunterdon County[79]	32,855	E. R. A.	5	7			18	24	250.00	3,000.00	3,250.00		6	18,750			65
66	Jackson Township	1,719	Recreation Committee and E. R. A.		2		1				650.00	650.00		5		5	3,750	66
67	Jamesburg	2,500	P. T. A. and E. R. A.	1							165.00	165.00		1	[6]6,177			67
68	Jersey City	364,000	W. P. A.	21	4	[8]9[2]1	[8]0[4]				19,685.00	19,685.00		13		19		68
69	Kenilworth	2,243	E. R. A.	3	3						730.00	730.00		1		1	350	69
70	Kingstone	400	S. E. R. A.	1				1	1		150.00	150.00	15.00	1	[3]3,157			70
71	Lafayette	300	E. R. A.	1					1		126.00	126.00				1	585	71
72	Lakewood	7,869	Recreation Committee	3		1					855.00	855.00		2	[7]7,000	4	2,236	72
73	Lawrence Twp.[81]	6,293	W. P. A.	4	4	1		6	6		465.00	465.00	465.00	6	57,500	7	9,200	73
74	Linwood	4,625	P. T. A. and E. R. A.		1						150.00	150.00	15.00	1				74
75	Lodi	11,555	Board of Education and E. R. A.	2	3						450.00	450.00		2	[4]14,873			75
76	Long Beach Island	1,189	Recreation Committee and E. R. A.		1						936.00	936.00				4	840	76
77	Maple Shade	4,000	E. R. A. and W. P. A.	1	3						402.00	402.00	35.00	1	4,975	1	3,000	77
78	Maywood	3,398	Civic Committee and E. R. A.	1							165.00	165.00		1	[5]5,600			78
79	Metuchen	5,748	E. R. A.		1		1					780.00		1	1,832	2	1,832	79

EMERGENCY RECREATION SERVICE IN 1935

Footnotes follow the table

No. of City	STATE AND CITY	Population	Managing Authority	Emergency Recreation Leadership: Paid Workers: No. of Men	Paid Workers: No. of Women	Paid Workers: No. Employed Full Time: Men	Paid Workers: No. Employed Full Time: Women	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures for Emergency Service Last Fiscal Year: From Relief Funds: Land, Buildings, Permanent Equipment	From Relief Funds: Leadership	From Relief Funds: Total	From Other Than Relief Funds	Playgrounds: Number	Playgrounds: Total Yearly or Seasonal Attendance	Indoor Centers: Number	Indoor Centers: Total Yearly or Seasonal Attendance	No. of City
1	Millville	15,000	W. P. A.	5	4	5	4						200.00	10	5,000	9	8,000	1
2	Monroe[82]	200	E. R. A.	1							126.00	126.00						2
3	Mountainside	965	E. R. A.	2	2						80.00	80.00				2	1,115	3
4	Mountain View	2,500	Board of Education and E. R. A.	1	1						270.00	270.00	47.00	1	15,000			4
5	Mount Holly	5,500	E. R. A. and W. P. A.	4							408.00	408.00	50.00	4	2,250	1	400	5
6	National Park	1,180	Playground Committee		1						150.00	150.00		1	580			6
7	New Milford	2,544	P. T. A. and E. R. A.	1	2				1		276.00	276.00		1	[4]7,435	1	960	7
8	New Providence	1,918	E. R. A.	1							130.00	130.00		1	1,800			8
9	Newton	5,404	E. R. A.	1	1				1		326.00	326.00	15.00	1	[4]10,125	2	575	9
10	North Arlington	8,356	Recreation Committee and E. R. A.	3	3						516.00	516.00		2	[4]16,735			10
11	North Bergen	43,000	W. P. A.	5	1	5	1				2,112.00	2,112.00		9	13,600	3	17,760	11
12	Northfield	4,500	P. T. A. and E. R. A.	1	1						230.00	230.00	25.00	2				12
13	North Haledon	2,157	Recreation Committee and E. R. A.	1		1					597.00	597.00	51.00	1	4,500	1	4,800	13
14	Nutley	22,000	Recreation Committee, Inc.	4	3	2	2		2		3,173.20	3,173.20	787.96	4	85,430	1	12,000	14
15	Ogdensburg	1,138	E. R. A.	2							525.00	525.00	75.00	1	5,600			15
16	Palmyra	4,500	E. R. A. and W. P. A.	2	1						335.00	335.00	100.00	1	6,525	3	4,400	16
17	Park Ridge	2,232	Recreation Council and E. R. A.	1	3						225.00	225.00		1	[4]4,369	1	294	17
18	Paulsboro	3,800	Playground Committee	3	3						905.00	905.00		2				18
19	Pemberton	3,300	E. R. A. and W. P. A.					2	1				40.00			2	300	19
20	Pennington	1,500	Recreation Committee		1						96.00	96.00		1				20
21	Pleasantville	11,580	E. R. A.	2	1	2	1				1,725.00	1,725.00	450.00	1	2,579	1	5,260	21
22	Point Pleasant	3,902	E. R. A.	2		1					900.00	900.00	150.00	3	4,000	3	2,940	22
23	Pompton Lakes	3,104	Board of Education and E. R. A.		1						84.69	84.69	35.00	1	1,000	1	100	23
24	Prospect Park	5,909	Recreation Committee and E. R. A.	1	1	1	1				1,557.00	1,557.00	400.00	1	48,870	1	18,000	24
25	Rahway	16,011	E. R. A. and W. P. A.	2	2	1					1,030.00	1,030.00		2	6,000	1	2,000	25
26	Raritan	5,000	Recreation Committee, Chamber of Commerce	1	1						159.41	159.41	50.00	1	[4]3,927			26
27	Raritan Township[83]	10,025	E. R. A. and W. P. A.	7	2	7	2				6,550.00	6,550.00	300.00	5	26,488	8	8,400	27
28	Ringwood	1,038	Borough Council and E. R. A.	1	1	1					420.00	420.00	58.00	1	25,000	1	3,000	28
29	Riverside	7,500	E. R. A. and W. P. A.	2	2			2			425.00	425.00	450.00	1	21,375			29
30	Rudeville	100	E. R. A.	1	1						161.00	161.00		1		1	150	30
31	Rutherford	14,906	Recreation Council and E. R. A.	2	3						570.00	570.00		3	[4]15,475	2	300	31
32	Scotch Plains	4,186	E. R. A.		1						130.00	130.00		1	3,200			32
33	Secaucus	9,275	W. P. A.	2	2	2	2				3,100.00	3,100.00		2	7,835			33
34	Somers Point	5,200	P. T. A.		1						150.00	150.00	15.00	1				34
35	Somerville	8,255	Recreation Committee	2	3						592.40	592.40	100.00	3	[4]17,205			35
36	South Bound Brook	1,700	Recreation Committee, Bound Brook Welfare Society	1	1			1	[•]1		213.56	213.56	50.00	1	[4]5,100			36
37	South Plainfield	5,500	Sponsors' Committee and E. R. A.	1	1			1	1		300.00	300.00	40.00	2	15,000	1	300	37
38	South Toms River	405	Recreation Committee and E. R. A.	1	1						150.00	150.00		1	1,700	1	1,500	38
39	Springfield	3,725	E. R. A.		2						260.00	260.00		2	4,000			39
40	Stanhope	1,089	E. R. A.	1		1		3			550.00	550.00		1	1,800	3	850	40
41	Sussex	1,415	E. R. A.	1	1						379.00	379.00	25.00	1	[4]2,800			41
42	Teaneck	16,483	Board of Education and E. R. A.	1	2						450.00	450.00		1				42
43	Thorofare	200	Playground Committee		1						150.00	150.00		1	329			43
44	Trenton	123,356	W. P. A.	28	18	1	1				2,376.00	2,376.00	500.00	1	61,000	2	160,000	44
45	Union	16,472	E. R. A. and W. P. A.	4	5						580.00	580.00	500.00	5	19,000	1	300	45
46	Union City	78,000	W. P. A.	5	3	5	3				6,775.00	6,775.00		5		2	19,450	46
47	Verga	300	Playground Committee		1						150.00	150.00		1	250			47
48	Verona	8,000	Recreation Committee	2	2	1		2			1,690.00	1,690.00	25.00	2		2	8,875	48
49	Vineland	25,000	W. P. A.	7	2	5	2	6	5					8	7,875	9	15,000	49
50	Wallington	9,076	Recreation Committee	1	5						1,080.00	1,080.00		3	53,626	1	2,037	50
51	Wenonah	3,500	Playground Committee	1	1						300.00	300.00		1				51
52	West Essex[84]	21,008	Community Committees and W. P. A.	2	5	1	3				4,040.00	4,040.00		5		7	10,836	52
53	Westfield	18,000	Leisure Time Activities Committee	2	1						435.00	435.00	209.93	2	25,500			53
54	West New York	16,674	W. P. A.	4	2	4	2				4,690.00	4,690.00		7	8,599	7	14,630	54
55	Westwood	4,884	E. R. A.	1	1						150.00	150.00		1	[4]2,500			55
56	Williamstown	2,000	Playground Committee		2						300.00	300.00		1				56
57	Woodbridge	26,000	Recreation Committee	16	11	12	8	2	3		18,420.00	18,420.00	1,000.00	9	72,300	12	13,180	57
58	Woodbury	10,000	Playground Committee	1	1						300.00	300.00		2				58
59	Wood Ridge	5,159	E. R. A.	1							75.00	75.00		1	[4]4,953			59
	New York																	
60	Allegany County[85]	38,025	E. R. A. and W. P. A.	16	4						3,112.00	3,112.00		12				60
61	Bedford	2,200	Recreation Commission	7	2	6	2	1	2		5,020.00	5,110.00	90.00	3		5		61
62	Binghamton[86]	81,000	Department of Education and E. R. A.	7	3	7	3				7,000.00	12,000.00		2	[4]27,000	3	4,000	62
63	Cattaraugus County	72,398	E. R. A. and W. P. A.	17	7						5,369.25	5,369.25		17	49,039			63
64	ChautauquaCounty[87]	126,157	E. R. A. and W. P. A.	41	24						14,631.25	14,631.25		22	406,850			64
65	Elmsford	3,500	Recreation Commission	4		4					3,500.00	3,500.00	180.00	1	11,250	2	29,800	65
66	Fort Edward	5,000	Recreation Commission	6	1	2	1				3,260.80	3,998.40	800.00	5	21,000	1	3,000	66
67	Granville	4,000	Recreation Commission	7		5					1,164.00	1,314.00	500.00	1	3,500	1	2,210	67
68	Lackawanna	25,000	Board of Education	16	2	16	2				21,000.00	24,744.00	1,940.00	12	151,000	7	80,000	68
69	Little Falls	12,000	School Board	7	4	3					4,074.00	4,074.00	100.00	7	[4]17,680	2		69
70	New York City	7,000,000	W. P. A.[88]	300	100						350,178.89	350,178.89						70
			Board of Education[89]	35	18	35	18				26,828.14	26,828.14						a
71	North Castle		Recreation Commission	3	1	3	1							1		2		71
72	Ogdensburg	16,353	T. E. R. A.	6	8				1					4	20,000			72
73	Otsego County[90]	46,710	T. E. R. A.	1	1						675.00	675.00		4		2		73
74	Rochester	328,132	New Era Health Education Department.	51	27	51	27				75,098.00	75,098.00		44	274,258	95	218,290	74
75	Schenectady	96,000	Board of Education and W. P. A.	12	4	12	4				13,751.03	14,032.00		6	[4]33,000	4	15,000	75
76	Solvay	8,000	Recreation Commission and P. T. A.	9	2						4,925.00	5,000.00		5	31,500			76
77	Thornwood	462	Recreation Commission	2	1					500.00	500.00	1,000.00	100.00	1	5,600			77
78	Wyoming County[91]	29,857	E. R. A. and W. P. A.	9	3						2,199 00	2,199.00		8	8,089			78
	North Dakota																	
79	Bantry	200	Royal Neighbors of America and Dorners Club	2	1			1	1					1				79

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EMERGENCY RECREATION SERVICE IN 1935

Footnotes follow the table

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	N. Dakota—Cont.																	
1	Barnes County[92]	18,804	E. R. A.	2	2				1		999.91	1,213.81	4.60	2	3,500	9		1
2	Burleigh County[93]	19,769	W. P. A.	3		3										7	14,840	2
3	Dunn County[94]	10,000	W. P. A.	2	1						487.27	914.17		15		15		3
4	Grenora	487	W. P. A.	3	1	3	1							2		3		4
5	McIntosh County[95]	9,640	E. R. A. and W. P. A.	2		2					450.00	450.00		11		3	3,600	5
6	McLean County[96]	17,991	E. R. A.		1		1	10	10					3	4,750	6	6,860	6
7	Rugby	1,600	E. R. A. and W. P. A.	1	1	1	1				809.12	822.85				1		7
8	Rolette County[97]	14,000	W. P. A.	1	3						1,000.00	4,000.00				27	8,000	8
	Ohio																	
9	Celina	4,800	Recreation Commission	1							128.00	128.00	975.00	1		1		9
10	Ironton	15,000	F. E. R. A.	2	2						115.00	115.00				1		10
11	Lorain County[98]	109,206	Board of Education, Lorain Park Department and F. E. R. A.	24	33			3	1		2,500.00	2,500.00		21	25,000			11
12	Wyandot County[99]	19,036	F. E. R. A.	4	3			9	4					3	2,350			12
	Oklahoma																	
13	Lawton	15,000	Board of Park Commissioners		5							8,250.00	3,250.00					13
	Oregon																	
14	Astoria	10,349	Recreation Committee	14	16						1,267.87	1,494.77		5	[4]42,725			14
15	Baker	8,000	S. E. R. A.	8	2			1	1		500.00	500.00	4.00	3	4,800	3	1,800	15
16	Enterprise	1,100	Recreation Commission	1							168.40	283.60		2		1	6,000	16
17	Forest Grove	2,000	Recreation Committee	2	1				1		250.00	250.00	30.00	4	12,500	2	3,000	17
18	Grants Pass	5,000	Park Committee, Common Council	1							150.00	150.00						18
19	Lebanon	1,858	City and School District	4	4			1			277.80	277.80	80.00	2	[4]1,200			19
20	North Bend	4,500	Recreation Commission	3	3								25.00	3	[4]4,032	1	1,000	20
21	Oregon City	5,761	School Board	12	6						1,210.30	1,512.30	500.00	3	2,700	4	2,000	21
	Pennsylvania																	
22	Beaver Falls	17,147	School Board	3	2						1,462.50	1,462.50	6.31	3	9,581			22
23	Bethlehem	58,000	Recreation Commission	10	5						1,000.00	4,500.00	2,000.00	3		7		23
24	Harrisburg	80,000	Department of School Extension, Public Schools	7	3						5,000.00	5,000.00	560.00			14	16,000	24
25	Hazleton	40,000	Kiwanis Club and Y. M. C. A.	3	9						1,700.00	1,700.00	375.00	5	[4]70,083			25
26	Mauch Chunk	3,750	School Board, Y. M. C. A., and Playground Association	2				1	2		264.00	264.00	61.00	1	12,500	3	590	26
27	Nanticoke	26,034	School Board	4	3						1,680.00	1,680.00	110.00	3				27
28	Tamaqua	12,000	State Emergency Education Council and Swimming Pool Committee	1		1		10			600.00	600.00		2	25,000	2	10,000	28
	South Dakota																	
29	CharlesMixCounty[100]	20,000	F. E. R. A.	2	1			2			88.20	92.40		1		1	1,000	29
30	Codington County[101]	17,457	F. E. R. A.	9	15						416.50	416.50	200.00	8				30
31	Edmunds County[102]	8,712	F. E. R. A.	2	5				2		285.85	285.85				2		31
32	Moody County[103]	9,671	School Board	4	9						195.65	195.65		13	25,350	4		32
33	Tripp County[104]	12,712	F. E. R. A.	9	34						2,902.50	2,902.50	150.00	22		30		33
34	Wessington Springs	1,401	Kiwanis Club	4	6				1		500.94	500.94	46.00	1	3,825			34
	Tennessee																	
35	Knox County[105]	155,902	Agricultural Extension Division and T. E. R. A.	1	5				1		269.00	269.00		6		7		35
	Texas																	
36	Galveston	60,000	E. R. A.	6	20				3					5		2		36
	Vermont																	
37	Morrisville	1,822	School Board	2							784.00	784.00	200.00	1				37
	Virginia																	
38	Danville	22,247	Public Welfare Department	3	9						2,618.35	2,618.35	200.00	3		2		38
	Washington																	
39	Aberdeen	20,900	Park Board	4	10			1	2					3				39
40	Klickitat County[106]	9,825	W. P. A.	1	3						209.83	209.83		3	[6]6,700	4	6,400	40
	West Virginia																	
41	Braxton County[107]	22,000	Board of Education	8	5							680.00		6	18,000			41
42	Charleston	60,000	Kanawha County, Board of Education	12	10						1,680.00	1,855.00		10	68,641			42
43	Clay County[108]	13,572	County Farm Bureau and E. R. A.	6				1			548.00	598.00	107.00	4	23,040			43
44	Gilmer County[109]	10,000	Agricultural Extension Division	1	1						300.00	300.00	50.00					44
45	Mason County[110]	25,000	Board of Education	5	2						1,000.00	1,000.00	300.00	6	37,800	2	18,000	45
46	Mercer County[111]	61,323	E. R. A. and W. P. A.	11	12						1,360.00	1,360.00	25.00	23				46
47	Mingo County[112]	38,319	F. E. R. A.	9							525.00	525.00		10	18,900			47
48	Webster County[113]	15,000	F. E. R. A.	2	8					10,090.00	685.00	10,895.00		7	22,500			48
	Wisconsin																	
49	Birnamwood	600	School Board and American Legion	1				1		1,200.00	108.00	1,308.00	400.00			1	250	49
50	Dane County[116]	112,737	Board of Education	9	3						1,700.00	1,700.00		7	12,500	1	1,000	50
51	Delavan	3,400	W. P. A.	4							1,500.00	1,500.00		3	10,000	1	960	51
52	Douglas County[114]	46,583	County School Board	9	2						1,129.87	1,129.87				30	19,220	52
53	Dunn County[115]	27,000	Volunteer Committee, W. E. R. A. and W. P. A.	5	6			4		320.00	4,675.00	4,995.00	135.00	3	18,000	7	64,040	53
54	Eau Claire County[117]	41,087	County Board	1	1						815.00	815.00		2		1	500	54
55	Forest County[118]	11,118	County Department of Education	12	5						1,857.10	2,022.10	[7]200.00	6	22,400	15		55
56	Kenosha County[119]	63,277	County Board of Supervisors	21	3	8	2	10	2		2,502.36	2,502.36	352.65	8	5,720	44	43,113	56
57	La Crosse County[120]	64,425	W. P. A.	10	2						8,720.00	8,720.00		12	80,000	12	35,000	57

Footnotes follow the table

STATE AND CITY	Population	Managing Authority	Emergency Recreation Leadership: Paid Workers: No. of Men	No. of Women	No. Employed Full Time: Men	Women	Volunteer Workers: No. of Men	No. of Women	Expenditures for Emergency Service Last Fiscal Year: From Relief Funds: Land, Buildings, Permanent Equipment	Leadership	Total	From Other Than Relief Funds	Playgrounds: Number	Total Yearly or Seasonal Attendance	Indoor Centers: Number	Total Yearly or Seasonal Attendance	No. of City
Wisconsin.—Cont.																	
Langlade County[121]	21,544	W. P. A. and P. W. A.	17	7						3,766.98	3,766.98	223.00	18	94,512	12	2,950	1
Marathon County[122]	70,629	County School Board	15	9						2,335.85	2,360.85		9	33,340			2
Oconto County[123]	26,386	County School Board	9	2						825.00	825.00	85.55	9	50,000	5	23,500	3
Portage County[124]	33,827	W. E. R. A.	3	1						614.50	726.68		6	[4]4,409			4
Wyoming																	
Fremont County[125]	10,000	W. P. A.	3	3			1			475.00	[17]1,954.70		1				5
Lincoln County[126]	12,000	E. R. A.	8	4						2,151.75	14,029.55	567.72	4	[3]3,600			6
Lovell	2,000	Recreation Committee	3	1						875.00	875.00	890.00	2	3,000			7
Platte County[127]	9,600	Recreation Committee and E. R. A.	1	12						4,200.00	4,200.00	100.00	2	1,800	2	1,200	8
Sheridan County[128]	16,875	W. P. A.	4	4	4	4						300.00	1	11,250	2	500	9
Weston County[129]	5,000	E. R. A.	2							200.00	250.00		3	[3]3,750	3		10
Worland	1,461	E. R. A. and W. P. A.	1						1,939.50	100.00	2,039.50	1,614.67	1				11

FOOTNOTES (EMERGENCY SERVICE)

1. This reports covers service in Billingsley, Independence and Prattville.
2. This report covers service in Five Points, Lafayette, Milltown and Ridge Grove.
3. This report covers service in Beltona, Bessemer, Irondale, Leeds, Lipscomb, Northside, Palos and Powderly.
4. This figure represents participants only.
5. This report covers service in Alpharetta, Atlanta, College Park, East Point, Fairburn, Hapeville, Palmetto and Roswell.
6. This report covers service in Alden, Cheming, Crystal Lake, Greenwood, Huntley, Ostend, Ringwood and Union.
7. This report covers service in Auburn, Buffalo, Chatham, Divernon, Illiopolis, Pawnee, Riverton and Thayer.
8. This report covers service in Fort Wayne, Huntertown, Monroeville, New Haven and Woodburn.
9. This report covers service in Burlington, Deer Creek, Delphi, Flora and Rockfield.
10. This report covers service in Jeffersonville and Utica.
11. This report covers service in Albany, Cowan, Daleville, DeSota, Eaton, Gaston, Harrison Township, Perry Township, Royertown, Selma and Yorktown.
12. This report covers service in Gas City, Marion and Upland.
13. This report covers service in Bicknell, Bruceville, Decker, Edwardsport, Freelandville, Fritchton, Monroe City, Oaktown, Sandborn, Vincennes and Wheatland.
14. This report covers service in Crown Point, East Gary, Gary, Hobart, Miller and Ross.
15. This report covers service in La Porte and Westville.
16. This report covers service in Bloomington, Elletsville and Smithville.
17. Expenditures data incomplete.
18. This report covers service in Griffin, Mt. Vernon and New Harmony.
19. This report covers service in Arlington and Milroy.
20. This report covers service in Carlisle, Hymera and Sullivan.
21. This report covers service in Cayuga, Clinton, Dana, Hillsdale, Newport and Perrysville.
22. This report covers service in Boonsboro, Hagerstown, Smithburg and Williamsport.
23. In addition to facilities reported the Recreation Committee was granted the use at designated times, of a privately owned 18-hole golf course and 6 tennis courts owned by Smith College.
24. This money was spent for the construction of a 17 acre playfield which is not controlled by the Board of Education.

24a. This report covers service in Barton City, Curran, Curtisville, Glennie, Harrisville, Haynes, Indian Village, Kilmaster, Lincoln, Mikado and Springport.

25. This report covers service in Au Train, Forest Lake, Grand Marais, Munising and Shingleton.
26. This report covers service in Athens, Bedford, Bedford Township, Burlington, Clarence, Homer, LeRoy, Level Park, Marshall and Newton.
27. This report covers service in Boyne City, Charlvoix and East Jordan.
28. This report covers service in Bath, DeWitt, Elsie, Eureka, Fowler, Maple Rapids, Ovid and St. Johns.
29. This report covers service in Alanson, Brutus, Burt Lake, Cross Village, Douglas Lake, Harbor Spring, Levering, Mackinaw City, Oden, Pellston and Petoskey.
30. This report covers service in Anvil, Bessemer, Harding, Ironwood, Puritan, Ramsay, and Wakefield.
31. This report covers service in Calumet, Centennial Heights, Chassell, Copper City, Dollar Bay, Hancock, Houghton, Hubbell, Kearsarge, Kenton, Lake Linden, Laurium, Painesdale, Redridge, Ripley, South Range, Sidnaw, Trimountain and Winona.
32. This report covers service in Belding, Clarksville, Easton, Hubbardston, Ionia City, Lake Odessa, Lyons, Muir, Orleans, Palo, Pewamo, Portland and Saranac.
33. This report covers service in Alabaster, Baldwin, East Tawas, Grant, Hale, Oscoda, Reno, Sherman Township, Tawas City and Whittemore.

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34. This report covers service in Alpha, Amasa, Bates, Caspian, Crystal Falls, Gaastra, Iron River and Stambaugh.
35. This report covers service in Almeek, Allowez, Fulton, Gay and Mohawk.
36. This report covers service in Cedar, Empire, Lake Leelanau, Maple City, Northport and Suttons Bay.
37. This report covers service in Coral, Crystal, Greenville, Howard City, Lakeview, Sheridan, Stanton, Trufant and Vestaburg.
38. This report covers service in Atlanta, Hillman, Lewiston and Rust Township.
39. This report covers service in Lupton, Prescott, Rose City, Shadyshore, South Branch and West Branch.
40. This report covers service in Bergland, Bruce Crossing, Ewen, Greenland, Mass, Ontonagon, Rockland and Trout Creek.
41. This report covers service in Cadillac, Greenwood, Harrietta, Manton, Mesick and Yuma.
42. This report covers service in Alida, Bagley, Clearbrook, Gonvick, Leonard and several other communities.
43. This report covers service in Chatfield, Fountain, Harmony, Lanesboro, Preston, Rushford, Spring Valley and Wykoff.
44. The names of the communities served were not reported.
45. This report covers service in Hendricks, Ironhoe, Lake Benton and Tyler.
46. This report covers service in Belle Plain, New Prague, Savage, Shakopee and Spring Lake.
47. This report covers service in Alberta, Chokio, Donnelly, Hancock and Morris.
48. This report covers service in Browns Valley and Wheaton.
49. This report covers service in Breckenridge, Campbell, Deerhorn, Doran, Forhome, Kent, Nashua, Rothsay, Tenney and Wolverton.
50. This report covers service in Lewiston, St. Charles and Winona.
51. This report covers service in Fenwick, Kingston, Leesdale, Pine Ridge, Natchez, Selma, Washington and Wickland.
52. This report covers service in Aponaug, Carmack, Hesterville, Kosciusko, McCool, New Hope, Possumneck, Sallis, Sandhill, Springfield and Zemuly.
53. This report covers service in Bruce, Calhoun City, Derma, Ellard, Sarepa and Slates Springs.
54. This report covers service in Barland, Barlow, Hermanville, Pattison, Port Gibson and Tillman.
55. This report covers service in Bethel, Collins, Johnson, Lone Star, Mount Hareb, Mount Olive, Salem, Sandford and Williamsburg.
56. This report covers service in Bude, Chapel, Hamburg, Lucien, McCall, Meadville, Quientine, Roxie, Wesley and White Apple.
57. This report covers service in Bay St. Louis, Chauncey, Crane Creek, Kiln, Log Town and Waveland.
58. This report covers service in Biloxi, Fernwood, Gulfport, Lyman, Mississippi City, Pass Christian and Saucier.
59. This report covers service in Bolton, Clinton, Jackson, Raymond, Terry and Van Winkle.
60. This report covers service in Dorse, Eastman, Evergreen, Fulton, Ratliff, Tremont, and White Springs.
61. This report covers service in Bassfield, Carson, Clem, Hebron, Lowland, Melba, Prentiss, Progress, Sons and Whitesand.
62. This report covers service in Fayette, Gum Ridge, Harrison, Lorman, Red Lick and Union Church.
63. This report covers service in DeKalb, Macon, Marketta, Reo, Schooba, Tamola and Wahalak.
64. This report covers service in Arm, Hooker, Monticello, New Hebron, Oma, Silver Creek, Sontag, Sumner and Verna.
65. This report covers service in Barnes, Carthage, Doddsville, Edinburg, Ludlow and Tuscola.
66. This report covers service in Berona, Bethony, Nettleton, Satlillo, Channon and Tupelo.
67. This report covers service in Artesia, Columbus, Crawford and New Hope.
68. This report covers service in Aberdeen, Amory, Bartahatchie and Wren.
69. This report covers service in Center Point, Macedonia, Macon, Mashulaville, McLeod and Shuqualak.
70. This report covers service in Ballentine, Batesville, Buxton, Chapel Hill, Courtland, Crenshaw, Forsalia, Harmontown, Humanity, Independence, Mt. Oliver, Pleasant Grove, Pope and Searp Chapel.
71. This report covers service in Algoma, Bleden, Pontotoc, Springfield, Thazen, Toccapala, Troy and Woodland.
72. This report covers service in Anguilla, Catching, Hollandale, Holly Bluff and Rolling Fork.
73. This report covers service in D'Lo, Everett, Harrisville, Magee, Mendenhall, Pearl, Pinola and Shivers.
74. This report covers service in Charleston, Coward, Enid, Hippo, Paines, Sumner, Tutwiler and Vance.
75. This report covers service in Culkin, Log Store, Mints Springs, Oak Ridge, Possum Hollow, Red Wood, Swetts Pond, Vicksburg, Waltersville and Yokena.
76. This report covers service in Coffeeville, Oakland, Torrance, Scoley and Water Valley.

76a. In addition to the leaders reported by the local communities, there were 19 men and women who gave full time service as county or district recreation supervisors under the W.P.A.

77. Maintains a program of community recreation activities for colored citizens.
78. This report covers service in Broad, Groveville, Hamilton Square, Mercerville and Yardville.
79. This report covers service in Annondale, Califon, Clinton, Flemington, Glen Gardner, Hampton, High Bridge, Lebanon, Milford and Stanton.
80. In addition, leaders were provided by the W.P.A. and assigned to the Board of Education and the Department of Parks and Public Property.
81. This report covers service in Eldridge Park, Lawrenceville and Slackwood.
82. Private lake opened to community use while under supervision of recreation leader.
83. This report covers service in Bonhamtown, Clara Barton, Fords, Lindenau, Menlo Park, New Dover, New Durham, Oak Tree, Phoenix, Piscatawaytown, Potters and Sand Hills.
84. This report covers service in Caldwell, Caldwell Township, Cedar Grove, Essex Fells, Livingston, North Caldwell, Pleasantville, Roseland and West Caldwell.
85. This report covers service in Alfred, Andover, Angelica, Belfast, Belmont, Bolivar, Canaseraga, Cuba, Friendship, Richburg, Wellsville and Whitesville.
86. This report covers service in Allegany, Catteraugus, Delevan, East Otto, Ellicottville, Gowando, Great Valley, Lime Lake, Little Valley, Perrysburg, Randolph, South Dayton and State Park.

87. This report covers service in Brocton, Cassadaga, Celeron, Cherry Creek, Clymer, Falconer, Findlay Lake, Forestville, Fredonia, Frewsburg, Gerry, Lakewood, Mayville, Panama, Portland, Ripley, Silver Creek, Sherman, Sinclairville and Westfield.
88. This project relates to a program of social, physical and craft work conducted at 72 play streets and 20 play areas.
89. This project supplies leadership in one summer and seven winter day camps.
90. This report covers service in Bridgewater, Cherry Valley, Gilbertsville, Morris, Richfield Springs, Schenevus, Unadilla and Worcester.
91. This report covers service in Arcade, Attica, Bliss, Castile, Gainesville and Silver Springs.
92. This report covers service in Eckelson, Fingal, Getchell, Hastings, Litchville, Noltimier, Rogers, Sanborn, Valley City and Wimbledon.
93. This report covers service in Driscoll, McKenzie, Menoken, Moffett, Regan, Sterling and Wing.
94. This report covers service in Badlands School, Big Flat, Dodge, Dunn Center, Emerson, Fayette, Halliday, Iota, Killdeer, Little Knife, Manning, Marshall, New Hradec, Ridgeway, Werner and Whetstone.
95. This report covers service in Ashley, Lehr, Venturia, Wishek and Zeeland.
96. This report covers service in Garrison, Raub, Turtle Lake, Underwood, Washburn and Wilton.
97. This report covers service in Cleveland, Finnigan, Fonda, Marivill, Oxford, Rolette, Rolla, St. John and South Valley.
98. This report covers service in Elyria, Lorain and Oberlin.
99. This report covers service in Carey, Nevada and Upper Sandusky.
100. This report covers service in Platte and Wagner.
101. This report covers service in Henry, South Shore and Watertown.
102. This report covers service in Bowdle, Hosmer, Ipwich, Loyalton, Mina and Roscoe.
103. This report covers service in Colman, Flandreau and Flandreau Park.
104. This report covers service in Clearfield, Colome, Hamill, Ideal, Keyapaha, Millboro, Winner and Witten.
105. This report covers service in Alice Bell, Farrogut, Fountain City, Mascot, Pleasant Ridge, Powell, Ritta, Riverdale, Smithwood and Youngs.
106. This report covers service in Klickitat, Lyle and White Salmon.
107. This report covers service in Burnsville, Chapel, Exchange, Flatwoods, Gassaway, Morrison, Sugar Creek and Sultan.
108. This report covers service in Bomont, Clay, Elkhurst and Ivydale.
109. This report covers service in Alice, Bird, Blackburn, Cedar Creek, Cedarville, Conings, Coxs Mills, Glenville, Hardman, Laurel, Newberne, Revel, Sinking Creek, Tanner, Trace and Troy.
110. This report covers service in Henderson, Mason and Point Pleasant.
111. This report covers service in Athens, Bluefield, Bramwell, Duhring, Matvaka, McComas and Princeton.
112. This report covers service in Chattaroy, Delbarton, Gilbert, Kermit, Matewan, Red Jacket, Thacker and Williamson.
113. This report covers service in Bergoo, Camden, Cleveland, Cowen, Diana, Orndoff, Parcoal and Webster Springs.
114. The names of the communities served were not reported.
115. This report covers service in Boyceville, Colfax, Downing, Eau Galli, Elk Mound, Knapp, Menomonie and Wheeler.
116. This report covers service in Cambridge, Cottage Grove, Marshall and Stoughton.
117. This report covers service in Augusta and Fairchild.
118. This report covers service in Alvin, Argonne, Arles, Armstrong Creek, Blackwell, Crandon, Hiles, Lianoa, Mole Lake, Nelma, Newald, Otter Lake, Stone Lake, Wabeno and Wolfe River.
119. This report covers service in Brighton, Bristol, Paris, Pleasant Prairie, Randall, Salem, Silver Lake, Somers and Wheatland.
120. This report covers service in LaCrosse, Onalaska and West Salem.
121. This report covers service in Antigo, Deerbrook, Elcho, Phlox, Polar, Summit Lake and White Lake.
122. This report covers service in Mosinee, Rothschild, Schofield and Wausau.
123. This report covers service in Abrams, Gillett, Oconto, Oconto Falls and Suring.
124. This report covers service in Amherst, Junction City, Plover and Roshalt.
125. This report covers service in Dubois, Lander and Riverton.
126. This report covers service in Cokeville, Kemmerer, Star Valley and Tulsa.
127. This report covers service in Chugwater, Esterbrook, Guernsey, Iowa Center, Slater, Sunrise and Wheatland.
128. This report covers service in Clearmont, Dayton, Ranchester, Sheridan and Story.
129. This report covers service in New Castle, Osage and Upton.

Aids to the Summer Playground Program

Conduct of Playgrounds (Recently revised, this guide for the playground worker has been enlarged and made more practical through the addition of new material.) Price 25 cents.

88 Successful Play Activities (Just off the press in its new attractive form, this handbook will be invaluable for summer playground use. There are directions for sidewalk games, home equipment games, tournaments, activities in music, drama and nature, shows and exhibits, and winter sports.) Price 60 cents.

Both these publications may be secured from the National Recreation Association.

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The Service of the National Recreation Movement in 1935

416 cities in **46** states were given personal service through the visits of field workers.

136 communities in **28** states were helped in conducting their recreation activities for Negroes, **44** through field visits of the Bureau of Colored Work. Twenty institutes and training courses were conducted exclusively for colored workers.

47 cities in **14** states received service from the Katherine F. Barker Field Secretary on Recreation for Girls and Women.

176 institutions for children and the aged in **97** cities in **11** states were visited, upon invitation, by the field secretary on Play in Institutions and other workers giving part time service.

18,835 boys and girls in **358** cities received badges, emblems or certificates for passing the Association's athletic and swimming badge tests.

22 states were served through the Rural Recreation Service conducted in cooperation with the Extension Service of the United States Department of Agriculture. **5,942** people attended the **106** institutes which were held.

21 states received visits from the representative of the National Physical Education Service. In addition, service was given to **41** states through correspondence, consultation and monthly News Letters.

6,201 different communities received help and advice on recreation problems through the Correspondence and Consultation Bureau. **15,055** letters were answered by the Bureau.

156 social recreation and other institutes and training courses for local leaders were carried on with the help of Association workers.

3,766 requests for advice and material on amateur drama problems were submitted to the Drama Service.

2,078 letters requesting information and help reached the Music Service.

RECREATION, the monthly magazine of the movement was received by **1,215** cities and towns.

Booklets, pamphlets and other publications were issued on various subjects in the recreation field and bulletins were sent to over **3,000** individuals.

More than **1,000** recreation leaders from **238** cities in **38** states exchanged experiences and discussed vital problems at the Twenty-first National Recreation Congress.

National Recreation Association

Incorporated

FINANCIAL STATEMENT

January 1, 1935 thru December 31, 1935

General Fund Balance December 31, 1934		$ 6,582.75
INCOME		
Contributions	$168,187.34	
Contributions for Specific Work	10,095.74	
Interest and Dividends on Endowment Funds	10,827.31	
Recreation Sales, Subscriptions and Advertising	6,858.92	
Badge Sales	1,589.98	
Special Publication Sales	11,335.29	
Interest and Dividends—Frances Ross Poley Memorial Fund	243.33	
National Recreation Congress	5,658.00	
		214,795.91
		$221,378.66
EXPENDITURES		
Community Recreation Field Service	$114,459.56	
Field Service to Colored Communities	7,587.02	
National Physical Education Service	11,231.09	
Correspondence and Consultation Bureau	25,612.89	
Publications and Bulletin Service	12,457.02	
Recreation	12,258.33	
Recreation Congress	7,719.88	
		191,317.39
General Fund Balance December 31, 1935		$ 30,061.27
KATHERINE F. BARKER MEMORIAL		
Balance December 31, 1934	$ 1,501.35	
Receipts to December 31, 1935		
Contributions	$15,000.00	
Book Sales	322.20	
Contribution for Specific Work	553.30	
	15,875.50	
	$ 17,376.85	
Expenditures to December 31, 1935		
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	$ 5,213.80	
Katherine F. Barker Memorial District Field Work	6,682.01	
	$ 11,895.81	
MASSACHUSETTS PROJECT FOR CONSERVING STANDARDS OF CITIZENSHIP		$ 5,481.04
Balance December 31, 1934	$ 629.67	
Receipts to December 31, 1935		
Contributions	1,800.00	
	2,429.67	
Expenditures to December 31, 1935	1,687.13	
		$ 742.54

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PLAY IN INSTITUTIONS

Balance December 31, 1934		$ 4,304.23
Receipts to December 31, 1935		
Play in Institutions Bulletin	$ 116.80	
Play in Institutions Contribution for Specific Work	11.76	
		128.56
		4,432.79
Expenditures to December 31, 1935		4,432.79

ENDOWMENT AND RESERVE FUNDS

Special Fund (Action of 1910)		$ 25,000.00
Lucy Tudor Hillyer Fund		5,000.00
Emil C. Bondy Fund		1,000.00
George L. Sands Fund		12,593.22
"In Memory of J. R. Lamprecht"		3,000.00
"In Memory of Barney May"		500.00
"In Memory of Waldo E. Forbes"		1,403.02
Frances Ross Poley Memorial Fund (x)	$6,000.00	
Loss and Gain on Sale of Securities	23.07	
		6,023.07
Ellen Mills Borne Fund		3,000.00
Other Gifts		175.00
C. H. T. Endowment Fund		500.00
Frances Mooney Fund		1,000.00
Sarah Newlin Fund		500.00
"In Memory of William Simes"		2,000.00
"In Memory of J. R., Jr."		250.00
Frances R. Morse Fund		2,000.00
Emergency Reserve Fund		154,975.00
Loss and Gain on Sale of Securities		3,838.19
Ella Van Peyma Fund		500.00
Nettie G. Naumburg Fund		2,000.00
"In Memory of William J. Matheson"		5,000.00
Alice B. P. Hannahs Fund		1,400.00
"In Memory of Daniel Guggenheim"		1,000.00
"In Memory of Alfred W. Heinsheimer"		5,000.00
Nellie L. Coleman Fund		100.00
Elizabeth B. Kelsey Fund		500.00
Sarah Fuller Smith Fund		3,000.00
Annie L. Sears Fund		2,000.00
John Markle Fund		50,000.00
Received in 1935		
Katherine C. Husband Fund		850.00
		$294,107.50

(x) Restricted

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31, 1935, and certify that in my opinion the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period.

(Signed) JOSEPH F. CALVERT,
Certified Public Accountant.

National Recreation Association

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315 Fourth Avenue, New York City

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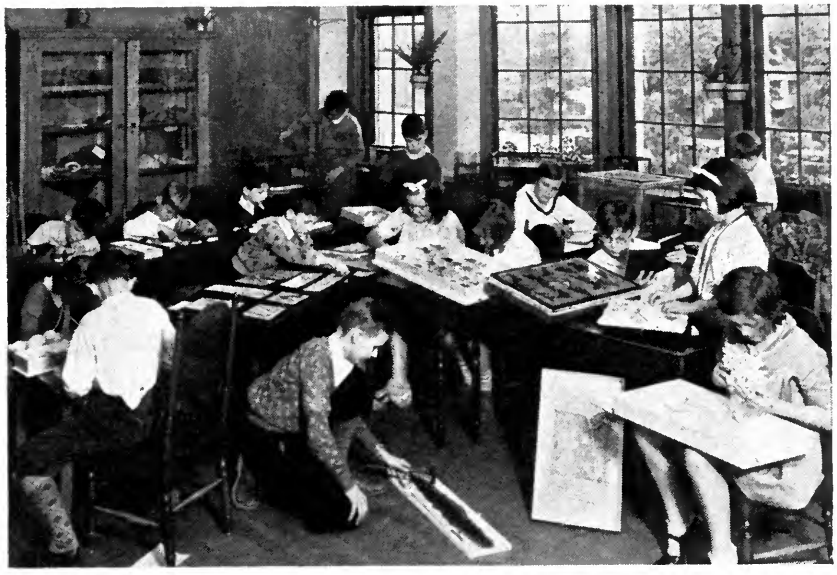
WORLD AT PLAY



Children in the Bronxville, N. Y., Public Schools find nature study most fascinating

Nature Study in Cincinnati

A new development of much promise, according to Tam Deering, recreation executive in Cincinnati, Ohio, lies in the nature study groups and community garden and plant laboratory under development at the C. & O. grounds. Community garden plots allocated to adults and children of the neighborhood, the organization of Audubon Societies, and the construction of a small lath house and facilities for initiating young and old in the growing of potted plants at their homes are creating unusual interest. In addition, expert leadership is being given to training classes both for those who would lead groups and for those who would work along the lines of plant culture.

Community Players of Palo Alto

THE Palo Alto, California, Community Players have been organized under the Municipal Recreation Department as an amateur, non-profit group. The Players are directed by R. E. Welles, an employee of the city, and there are over 500 members. Kathleen Norris, the well known writer, made her triumphant stage debut in the Palo Alto community theater in the rôle of the Widow Cagle in "Sun-Up" in October 1934 and was even more successful in the current production of "The Swan" which played to five capacity houses, hundreds having been turned away from the last performance.

Not Too Old To Play!

IN the fall of 1934, the City Recreation Department of Columbus, Ohio, offered to paint shuffleboard courts on the floor of any church, social room or gymnasium and to teach groups the rudiments of the game. Thirty churches accepted the offer and bought their own equipment. A league was organized with eight teams entering the first year. This number has increased to sixteen during the past year. Players are limited to men over forty years of age, four men to a team, who are members of the church Bible class. The Recreation Department organizes the league and makes out a schedule. The teams furnish their own officials and often the games are followed by a social hour and the serving of refreshments. This year the oldest team, composed of four men all over seventy-two years of age, won the championship.

Roof Playgrounds in New York City

THE New York Board of Education has adopted a recommendation of its committee on buildings and sites, of which Henry C. Turner is chairman, providing that all roofs be designed for use as playgrounds, either upon completion of construction or at some subsequent date. The present practice of providing ground play space, however, will be continued. Walter C. Martin, school architect, stated that extra steel work to provide adequate support for roof playgrounds would not add more than from $2,000 to $3,000 to the cost of each building. Parapets will be made higher around the roofs as a safety measure.—From *School and Society*, May 2, 1936.

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A "Toybrary" in Dallas—The toyery idea has spread to Texas. Recently Dallas opened five so-called "toybraries" at community centers in underprivileged districts of the city. After a month's operation it was found that 2,000 toys had been loaned out, with less than one per cent loss and breakage. It is hoped to establish modern play rooms at at least two community centers and to have the cooperation of the WPA in securing artists to paint murals on the walls of the rooms and in obtaining the services of toy makers, menders and painters.

Westchester County to Have Boys' Centers—The Westchester County, New York, Recreation Commission is working out a plan for the establishment of boys' centers in a number of the county's communities. These centers are being organized only in areas where a decided need for the provision of wholesome recreation is indicated. They are being equipped at the lowest possible cost with equipment which may be easily moved so that as soon as the need for a center is felt in a new district and local cooperation is obtained the equipment may be set up practically overnight. Unused space in public buildings is donated by local authorities, and the boys are encouraged to feel that this is their own club to be governed as they see fit under the friendly guidance of the local directors. Eight centers have already been established. The project will continue through May 1st when summer playgrounds and other outdoor programs will absorb the membership of the centers. They will reopen in September.

Fourth of July Celebrations—West Allis, Wisconsin, celebrated the Fourth with a parade, a picnic at the State Fair Park, and an afternoon with events of various kinds followed by an evening of fireworks. All the families of the city were invited to come and bring their lunch. In Racine, the Independence Day celebration took the form of a parade of scooters, tricycles, carts and similar vehicles, which proved to be three times as great as last year. Doll buggies, however, predominated in the parade in which nearly 1,000 children of the city playgrounds took part. One float pictured the dangers which lurk in firecrackers and showed a Red Cross nurse with her patients thoroughly bandaged. Another feature was a human chess game in which thirty-two children, dressed in orange and white paper cos-

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tumes representing the characters they enacted, took their positions on two grass chess boards. This event was held under the auspices of the Racine Chess Club in cooperation with the Recreation Department. The first special event put on last summer by all the playgrounds of Lancaster, Pennsylvania, was the Independence Day program on July 4th. Beginning at 10:00 o'clock in the morning at each playground a patriotic program was presented, including the salute to the flag, the reading of the "American creed," and the singing of patriotic songs. This was followed by an athletic program.

A Use for Abandoned Trolley Lines—An interesting proposal at the third annual Conference in Outdoor Recreation held at Massachusetts State College in March was that abandoned trolley lines might be converted to the use of bicyclists and horseback riders. The suggestion was made that a narrow pavement be laid along one edge of the abandoned trolley right of way for the use of bicyclists and the rest of the level route left free for horsemen. In New England a study is being made of the possibilities in this plan.

Gifts for National Parks — Lands totaling 266 acres have recently been conveyed by John D. Rockefeller, Jr., to the United States Government as a part of the Acadia National Park, Maine. In Georgia the Macon Historical Society has presented an area comprising 69.5 acres which is to become a part of the proposed Okmulgee National Monument.

Reviving Indian History — The Recreation Department of Pontiac, Michigan, is fortunate in having as a teacher of handcraft and Indian lore an Indian whose lifelong hobby has been handcraft. Chief Black Cloud spent his early life at the Marquette Reservation and completed his education at Carlisle, Pennsylvania. He learned the traditional craft of the Indian from his grandmother who lived to be 120 years old. He has worked at the camp of the Fort Huron Y.M.C.A. where he was in charge of nature study and organized the Friendly Indian Club composed of a group of boys who were taught to make tom-toms, baskets, rugs, bows and arrows, and bead work.

Chief Black Cloud has built for the Pontiac Recreation Department a portable model of the Marquette Indian Reservation as it looked 65

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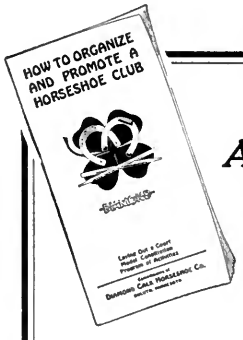
years ago with its various wigwams. Here the boys were taught by the older members of the tribe to make bows and arrows and baskets, while the girls learned to make moccasins and clothes and to prepare meats. Two hours a day the children ground corn in a large hollow stone. The boys and girls gathered wood while the old men piled and stacked it, and the old women kept the fires going to smoke fish. For recreation the boys played lacrosse and fox and hounds, and enjoyed



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swimming hours, foot races and pony races in the summer time. In winter they had snowshoe parties. In the spring making maple syrup was the real recreation. It was a happy time, for the picnic spirit prevailed.

Lancaster's Picnic — Last summer on July 24th the fourteen playgrounds of Lancaster, Pennsylvania, were practically deserted when at least 1,000 children made their way to Maple Grove Park for the annual playground picnic. The day's festivities began at 9:00 o'clock with a track meet held in the park baseball diamond in the old quarry. At 2:00 o'clock the annual swimming meet was held in the swimming pool.

Twilight Centers in Lancaster — Four twilight centers were conducted last year in Lancaster, Pennylsvania, from 5:00 o'clock until dark, the leadership being furnished by the Lancaster County Emergency Relief Bureau. The program at each center was adapted to the needs of the community. Activities included softball, tennis, quoits, handball, paddle tennis and similar games. The educational features of the program included nature hikes and trips to plants and factories.

Milwaukee Believes in Preventing Crime — Efforts toward crime prevention by keeping people happy are credited by Mayor Hoan for the fact that Milwaukee has had no murders in six months. Said the Mayor: "I believe much of the credit for the freedom from crime which we enjoy is due to our efforts toward prevention. We are constantly striving to keep our people happy. Since 1931 Milwaukee has taken care of transients not only through the relief department but also by providing a club house. Then there is the city and country outdoor relief department which outranks that of most large cities. For twenty-five years the city has maintained an efficient employment office. We maintain sixty playgrounds. In these, under competent direction, children and youth devote their time and energies to wholesome diversions. In addition, there are the social classes and vocational and trade schools. We broke up several tough gangs by putting playgrounds in their neighborhoods."

A New Stadium for New York City—Work is being rushed on the new stadium on Randalls Island, New York, in order to complete it for the Olympic track and field tryouts to be held on July 10th and 11th. Though the work is only

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partly completed, the sod has already been laid in order to have good playing surfaces by July. The grass is being stripped from the fairways of a New York golf course and transported to the Island for the purpose. It is a coarse type selected especially to stand up under rough usage, and to make it even harder it is being laid on unfertilized top soil so that the roots will go deep. Park engineers have found, according to *The New York Times,* that in most stadium fields the soil has been too rich with the result that the grass could not stand the wear of football and baseball cleats. Beneath the top soil, which goes down a foot, are five feet of brickbats and cinders, all obtained from the Island. The stadium is being built as a WPA project and the number of workers has averaged 1,000 since last October. It is expected that by the time the stadium is completed the cost of materials and equipment alone will have amounted to almost a million dollars.

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A New Park and Golf Course — A 145 acre tract has been purchased by Mr. Fred Otis, owner and editor of the Bedford, Indiana, *Daily Mail* and presented to the city for park purposes and for a golf course. The golf course is being operat-

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ed this spring as a public course by a special golf commission.

Golf in Cincinnati—The playing of golf has become a very popular form of recreation in Cincinnati, Ohio. During a seven months' period in 1935, 5,055 different people played at Avon Fields Golf Course as contrasted with 4,000 during the same period in 1934. At the California Municipal Course 3,864 different players played this year, the first season of this course. The new low rate of 15 cents for eighteen holes of golf for students brought out 1,000 different players in the student class. The plan has been adopted of renting full equipment of golf clubs for 15 cents. This service has proved so popular that citizens are being urged to contribute to the Public Recreation Commission golf clubs which are discarded. During the winter at the California Municipal Course archery golf was played instead of golf. The Mariemont Archery Club donated all equipment and expert archers from the club acted as instructors to the public on Saturdays and Sundays.

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The New England Park Association—At the annual meeting of the New England Park Association, recently held at the Massachusetts State College, Amherst, Mass., the following officers were elected: James H. Dillon, supervisor of recreation, Hartford, president; Arthur Parker, superintendent Connecticut state parks, vice-president; Harold V. Doheny, supervisor of recreation, New Haven, secretary-treasurer; Clyde Ellingwood, superintendent of parks, New Britain, assistant secretary-treasurer.

A Community House Celebrates An Anniversary—From April 13th to 21st the Community House at Moorestown, New Jersey, celebrated its tenth anniversary with many residents participating. During the week a full range of the activities carried on at the center was demonstrated.

The Hobby Show At Stout Institute—Stout Institute, Menomonie, Wis., sponsored a Hobby Show in April in connection with its Annual Visiting Days. High school students and teachers throughout Wisconsin were invited to attend and exhibit hobbies. Among the exhibits were applied arts, collections of various kinds, handcraft, and model making. Demonstrations included table decorations, nature hobbies, carving decorative pottery, flower arrangements, puzzles, candy making, home games, leather craft, tie dye, photography, model airplanes, individuality and dress, archery, art metal lamp shades, outdoor cookery, and model boats.

Palo Alto's Community Center—Palo Alto, California, is very proud of the addition to the Ruth Stern wing of the new community center which was dedicated a year ago in a simple ceremony. Mrs. Louis Stern, the donor, presented the building to the city through the Mayor. She then kindled the fire on the hearth of the new home with embers brought from the fire of the old community house, which had served so well for almost

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sixteen years. The wing was opened on April 11, 1935, and the first activity was a beautiful flower show given by the Garden Club of Palo Alto. The proceeds from the show were given to the house committee for the purchase of drapes, Venetian blinds and other necessary furnishings. Other events such as the Regional Conference of the Girl Scouts, and all day meeting of the Federation of the American Girls' Clubs, a dance of the Chinese Young People's Club, a piano recital and a play followed in rapid succession.

If You Are a Fisherman — The Reading, Pennsylvania, Recreation Department has issued a bulletin listing the seventeen streams which have been stocked with trout, the district in which each is to be found, and the highway route which will convey the angler to them. This is a greatly appreciated service.

Training in Arts and Crafts — The arts and crafts training center and the school of recreation of the Works Progress Administration, both of which are operated by the WPA Recreation Unit, are training many workers. There are eighteen departments at the arts and crafts training center, each teaching a special craft. Over 750 recreation workers assigned to 250 social agencies and organizations in Greater New York receive their training at the center. The school of recreation operates for the benefit of recreation leaders in the unit.

Community Centers in Richmond, Virginia —During 1935 the Community Recreation Association of Richmond, Virginia, conducted community centers in seven white and three colored schools in the city of Richmond and in four

Why haven't YOU *tried* Paddle Tennis?

• That's all we ask — just try the game once at any playground, school, club, or camp. Try it outdoors or indoors. Try it on any surface — grass, clay, cement, or wood. Let children or adults play.

You'll find it has all the sport and speed of tennis. And it requires less than one-third the space and a fraction of the expense. More than 200 recreation directors are now using Paddle Tennis as a part of their regular program.

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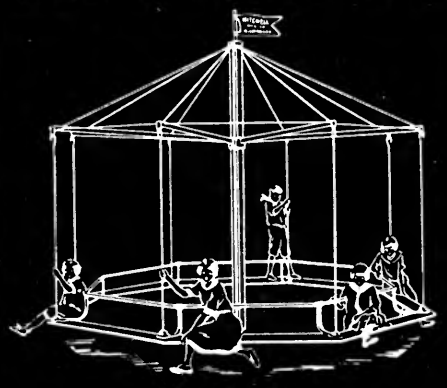
Schools—Homes—Parks



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schools and five buildings in Henrico County. These centers were designed to teach by the project method music, art, handcraft, drama, physical education and personality development. Social and recreational activities and clubs were conducted. There was a total attendance in the city and county centers of 117,515 for the year. Sponsoring committees, composed of representatives of schools, churches, clubs and similar organizations, assisted the Community Recreation Association in planning and interpreting the work. As a demonstration of the community center activities, the Henrico County centers combined with the Richmond centers in an old English fair held in May 1935. The early seventeenth century was chosen as the period of the fair as this, it was believed, could best display through various activities the many different departments of the centers. The music department presented old ballads and early English songs; the dancing department, folk dances; the drama department, scenes from Shakespeare; the handcraft department displayed handwork made in the centers, and the crafts department presented Punch and Judy shows. The cast of 365 people wore costumes of the period, which gave life and color to the fair.

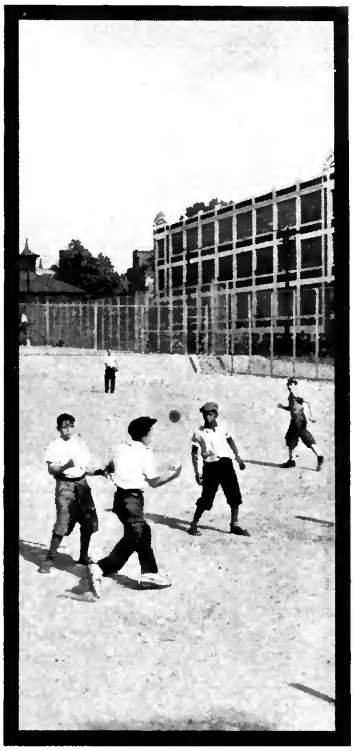
First National Conference On Educational Broadcasting — The first National Conference on Educational Broadcasting will be held at the Hotel Mayflower, Washington, D. C., December 10, 11 and 12, 1936, under the auspices of a number of national organizations including the American Association for Adult Education, the American Council on Education, the General Federation of Women's Clubs, the National Committee on Education by Radio, the National Education Association, and a number of others. The purpose of the meeting is to enable the people who are interested in educational broadcasting to discuss means by which radio may become a more effective instrument for education and to serve as a clearing house for information on the latest technical and professional developments. Dr. C. S. Marsh of the American Council on Education, 744 Jackson Place, Washington, D. C., is executive secretary for the planning committee.

Bicycle Riding in Reading — The Department of Public Recreation in Reading, Pennsylvania, is sponsoring a bicycle club which schedules Saturday and Sunday rides. Each ride has some form of special interest. The Saturday, April

GULF SANI·SOIL·SET

Solves Playground Dust Problems

Here is a public school playground which was treated with GULF SANI-SOIL-SET 6 months before the photograph was taken. It has been used daily by school as well as neighborhood children.



The dust problem was solved at this public playground in the heart of a major city by applying GULF SANI-SOIL-SET.

New Germicidal Compound is Easily Applied, Inexpensive and Long Lasting

Recreation officials now have a practical solution to the playground dust problem!

A new product—Gulf SANI-SOIL-SET—has been developed by the Gulf Refining Company for dust allaying purposes on earth surface playgrounds. This material can be applied at low cost, will not harm or stain clothes or shoes and under usual conditions of weather and soil, one application per season will suffice.

Let a Gulf representative tell you more about GULF SANI-SOIL-SET.

This booklet tells the story of GULF SANI-SOIL-SET and its use. It will be mailed without cost on your request. The coupon is for your convenience.

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11th, ride, for example, was known as the Jack Rabbit ride. The April 26th ride was a treasure hunt, while the schedule for May 10th was a breakfast ride.

Notes From Raleigh — New girls' clubs, states the March report of the Raleigh, North Carolina, Recreation Commission, are being organized rapidly at each playground in the city. Program plans include hikes, nature study, tours and visits to many points of interest in the city and county. The children's drama group on each playground will sponsor a community program one night out of each month. Interest in music is keen. The boy or girl whose parents cannot afford to pay for private instruction may secure lessons free from instructors who visit the playgrounds each day after school hours to teach any type of instrument the child may bring with him.

The Recreation Commission is planning in the near future to open a new indoor community center at which a free library and handcraft classes will be operated. The handcraft shop will be well equipped and will afford the people of the neighborhood an opportunity to develop skill and to make useful things for their homes. There will also be community celebrations at the center, fun nights, parties and lectures by some of the well known educators from the University of North Carolina.

The yearly per capita cost of the recreation program, which is sponsored by the city of Raleigh, is only .075. In other words, it is possible for the citizens of Raleigh to enjoy 1,860 hours of recreation at a cost of about 75 cents a year.

An Instructional Film On Swimming—The Motion Picture Committee of the National Sec-

Junglegym

-The Climbing Structure

"JUNGLEGYM" (Trade Mark Registered)
Climbing Structures are manufactured under patents of October 23, 1923 and March 25, 1924

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The playground with a Junglegym is never deserted. Here is the ideal apparatus for constant all-year-round play and exercise. The children to use it must exercise.

Most playgrounds have no supervision in winter — Junglegym does not need supervision or watching.

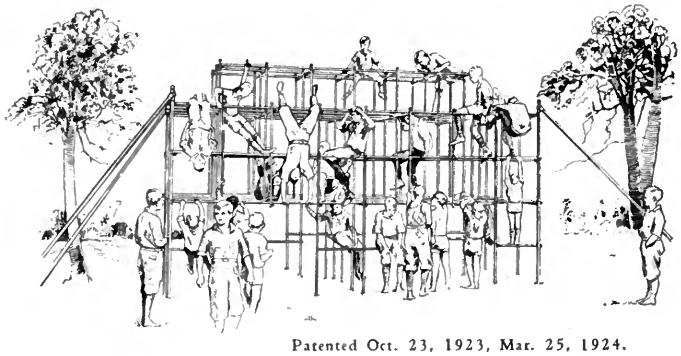
The experience of all playgrounds that use it is, that there is no quarreling and there are no accidents. No quarreling because there are no fixed positions to acquire and hold, no moving parts to strike and interfere with another child. No accidents because the child climbs up by his own strength and can hold on by his own strength. There are bars all around to grasp with hands, arms and legs. Each person can at any time grasp or hold on to any two or more of sixteen bars.

The Children Love to Play and Exercise on Junglegym

It meets a deep-seated instinct for climbing, and is at all times absolutely safe. The average child gets but little opportunity to stretch out and hang the weight of the body from the arms. Junglegym gives this opportunity and the children who use Junglegym develop a very important set of muscles of the upper body — a muscular development that is fundamental for a real vigorous, healthy life.

Patented Oct. 23, 1923, Mar. 25, 1924.

JUNGLEGYM NO. 2 *"More fun for children"*



Patented Oct. 23, 1923, Mar. 25, 1924.

JUNGLEGYM NO. 1 *"More fun for children"*
JUNGLEGYM IS THE CLIMBINGEST THING

Patented Oct. 23, 1923, Mar. 25, 1924.

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Use "Lime Crest" Crystal Spar No. 8 for Playgrounds and Recreation Fields

- This splendid product meets a long-felt need. It produces a hard, dense, compact surface when put down according to specifications supplied by us.
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tion on Women's Athletics of the A.P.E.A. has produced an instructional film on the front crawl which is on two 400 foot reels, 16 mm. silent, with a showing time of approximately forty minutes. The first reel includes good form on a crawl with an analysis and correction of the common beginning faults in breathing, armstroke and kick. The second reel is an analysis for intermediate and advanced swimmers, including racing starts and turns and ending with the showing of Lenore Kight Wingard's stroke in normal, easy and racing tempos. The film is available for rental at $6.00 per showing day plus transportation charges. The distributing agency is the Department of Physical Education for Women, Pomerene Hall, Ohio State University, Columbus, Ohio.

A School and Civic Spring Festival — On May 9th the public and parochial schools of Cincinnati and Hamilton County, Ohio, presented their twenty-second annual school and civic spring festival under the direction of the Public Recreation Commission and in cooperation with the Cincinnati Board of Education, the Board of Education of the parochial schools and the Hamilton County schools. Relays, folk dancing, games, tumbling, stunts, singing and drills of various kinds made up the program which came to a climax in a Maypole dance and the singing of "America the Beautiful."

The 1936 English Folk Dance Festival — Over 450 dancers took part in the English Folk Dance Festival held at the Seventh Regiment Armory in New York City on Saturday afternoon, April 25th. A special feature, the Birthday Cake Processional, was arranged in honor of the twenty-first birthday of the English Folk Dance Society of America. Twenty-one candle-bearers and eleven Morris men danced around the cake as it was brought in and all the Festival dancers joined in the celebration with an old circular dance around the Birthday Cake.

Service Helps

The Abingdon Press, 150 Fifth Avenue, New York City, has published a book telling the thrilling story of the work carried on with children representing every race, nationality and creed in the vacation church schools of Greater New York in the summer of 1935. The book was prepared by Imogene M. McPherson, with an introduction by Dr. Nicholas Murray Butler.

The American Medal and Trophy Co., manufacturing jewelers, 79 Fifth Avenue, New York City, is a leading maker of awards, medals, ball charms, cups, trophies and pins for every athletic and recreational activity. The company enjoys a national following among camps, settlement houses, schools and clubs. A catalogue showing many styles of medals, cups and trophies may be had on request.

The Artcraft Studios, Central P. O. 775, Toledo, Ohio, announces a Portfolio Series I and II with mimeographed sheets giving patterns for toys and other craft projects. This will be especially helpful to instructors of arts and crafts, home craftsmen and to WPA recreation directors assembling toys for Christmas distribution.

The Publication Department of the Y.M.C.A. *(Association Press,* 347 Madison Avenue, New York City), comes forward with two new books for the 1936 camp. A new monograph from the camp leaders' institute, "Putting Standards in the Summer Camp," edited by Hedley S. Dimock, is the fruit of the annual conference at George Williams College. This is Number IV of the "Character Education in the Summer Camp" series. Roland Ure has a booklet on actual histories drawn from counselor experience, with outlines for discussion and references to sources in modern camping literature—"Fifty Cases for Camp Counselors." Both these books are useful for individual study and for leadership training courses.

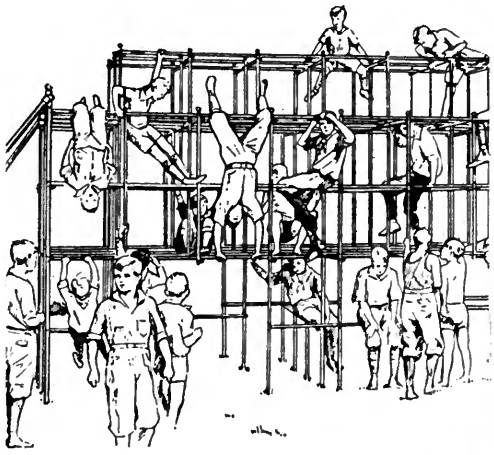
Write the *Boston Badge-Bent & Bush Company,* 15 South Washington Street, Whitman, Mass., for its illustrated catalogue No. 36 showing prize trophies, medals, cups and shields.

The J. E. Burke Company, manufacturers of BURKE-BUILT Playground Equipment, have recently published an elaborately illustrated catalog which should be of great interest to every recreation director. In addition to displaying a most complete line of improved apparatus, this catalog contains illustrations and descriptions of over three hundred parts which are applicable to the repair of any type of equipment. This is indeed an innovation that will simplify many a problem in reconditioning and repairing. Copies may be secured by writing The J. E. Burke Company at Fond du Lac, Wisconsin.

The problem of lighting play areas for night play has become an important one. From *Crouse-Hinds Company,* Syracuse, New York, may be secured an interesting catalogue (Bulletin 2299) showing types of floodlights and giving information regarding their installation. Recreation workers will be interested in securing this attractive illustrated booklet entitled "Night time is play time."

The Daytona Beach Shuffle Board Company, manufacturer of reliable equipment, was the first company to manufacture this equipment in the United States, having been organized in 1928. From shipboard, where the game was long the most popular of deck sports, it has spread through the South, then the West and North. It is a game anyone can play and appeals especially to elderly people since they can play it without overexertion. For

100,000,000
CHILD PLAY HOURS



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This device is a veritable jungle of climbing bars. It brings into active play every muscle of a child's body and every fibre of his mind. It gives vital **physical** exercise that develops the muscles of arms, shoulders, neck, chest, back, abdomen and legs. And, vital **mental** exercise that develops courage, self-reliance, initiative, sociability, courtesy and consideration of neighbors rights.

A variety of sizes are available . . . the largest accommodating 75 to 100 children at a time. Learn more about this safest and most economical of all playground devices. The new Louden catalog illustrates and describes all "Junglegym" Climbing Structures together with the complete line of finest playground apparatus. Prices are surprisingly moderate. A copy is yours for the asking, without obligation. Write us, today.

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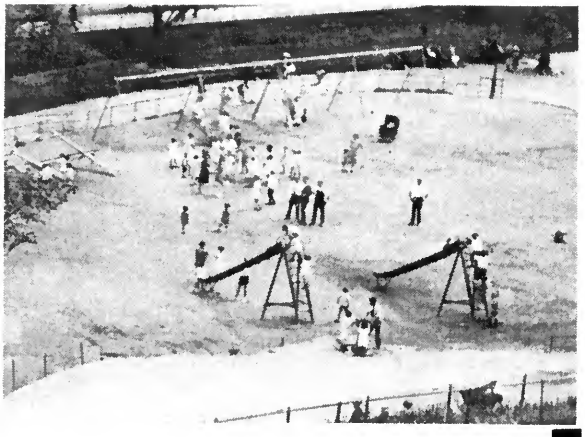

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churches, lodges and clubs a rubber-tired disc is now manufactured which cannot split and which makes no noise when striking another disc. An aluminum footed cue is also available.

The factory and main office are at Philmont, New York, where information about laying courts and catalogues with prices may be secured.

Since the early Greek camp followers tossed discarded horseshoes about in lieu of the more expensive discus, the game of horseshoe pitching has drawn its share of fans. In recent years it has really come into its own with the establishment of the National Horseshoe Pitching Association and the keeping of records. Especially adaptable to parks and playgrounds is this healthful game that makes a more general appeal than most sports. Old, young, men, women and children flock to the courts for practice and turn out in sizable crowds when a tournament is in swing.

For information on the complete equipment that makes the game an efficient sport, park directors are asked to correspond with *Diamond Calk Horseshoe Co.*, of Duluth, Minn. The company makes a complete line of official pitching shoes, headed by the well known "Eagle Ringer." Stakes painted white aluminum for the ten inches that appear above ground and rust resisting black for the underground portion; official courts with stake holders that incline the stake at exactly the right angle; leather cases to carry the shoes; score pads; percentage charts and rule and instruction booklets make up the list of items produced by the Diamond Company in the interests of the game. Necessary information on erecting courts, organizing clubs and official rules of the game are printed in free booklets furnished on request.

The horseshoe game is recommended by the medical profession as one of the finest means of exercise and at the same time is thoroughly enjoyed by everyone who plays. It is easy to learn — costs practically nothing to

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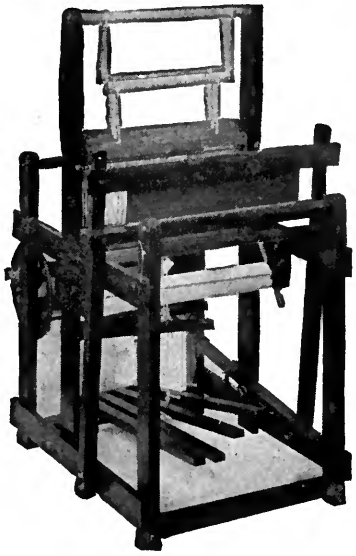
keep courts in good condition and is an ideal project for park or playground. Write Diamond Calk Horseshoe Co. for complete information.

From earliest days, the swing contributed greatly to recreation. The grape vine swing of our forefather's day gave way to the rope swing of our younger days, when larger trees still were available for use as supports. With modern congestion of population, disappearance of forest trees and other natural means of recreation, modern playgrounds and playground apparatus came into being. If in mind's eye one sees playground apparatus as substitutes for nature, which man has destroyed, the universal acceptance of such apparatus will give children in effect the best things of bygone days.

The swing, while the best of fun, always has been a source of accidents. The seat, striking a child on the head, opens cuts and causes other injuries. On the playground this effect was causing some to dismantle their swing outfits. For years, *The EverWear Manufacturing Company* of Springfield, Ohio, studied this problem. It was first to introduce a rubber edged swing seat, thus making a great contribution to safety on the playground. Continuing its researches, it invented and patented its Spring-Rubber Safety Swing Seat No. SR-206. This



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The Education Division of the National Safety Council publishes a variety of material designed to aid in the teaching of safety on the playground or in the school. We recommend the following:

SAFETY EDUCATION MAGAZINE—A monthly publication containing colored posters, graded lesson outlines, short plays and stories, informational articles, etc.

Price $1.00 a year

THE JUNIOR SAFETY COUNCIL—A handbook of safety activities containing practical program suggestions, patrol organization and references.

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PLAYGROUND PACKET—A collection of safety material for the playground director. Contains 10 colored safety posters, a safety play, crayon lessons and instructions for the safe use of playground equipment.

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Education Division, National Safety Council

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New York City

The "Community Theater" is not a building or an organization, it is composed of the drama clubs, little theaters, churches, schools, service clubs, granges, farm bureaus, and all the other organizations in the community which constantly or occasionally produce plays. It is the present "American" theater.

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seat reduced accidents 70% on one Cincinnati playground. On a Philadelphia playground accidents were eliminated entirely. All over the nation this new swing seat is preventing accidents, saving lives, and restoring to the swing its old-time popularity and acceptance. It is extremely strong and durable.

Continuing researches for safety and durability in its products, the EverWear Company has now introduced its latest invention—No. SR-216, Air-Cushion-Rubber Safety Swing Seat, which brings to the swing an element of safety never heretofore obtained. The EverWear Catalog No. 28 gives information about this new seat and all other playground outfits in the EverWear line. For beach and swimming pool equipment, ask for the EverWear Catalog No. 28W.

The Foley-Tripp Company, 193 William Street, New York City, has developed many interesting and inexpensive handicraft projects for children and adults in leathercraft, pewtercraft and glovemaking. Leathercraft supplies may be purchased in bulk or in project form. Among the most popular items for recreation centers are link belts, braided belts, inexpensive bill folds, key cases and braided lanyards, watch guards and bracelets. Gloves may be purchased cut out according to sizes and colors and complete with the proper needle and thread and instructions. Pewtercraft as developed by the Foley-Tripp Company is the most practical of the metal crafts for recreation. It requires only small inexpensive equipment and lends itself to attractive decorating.

A card addressed to the Foley-Tripp Company will bring you catalogues.

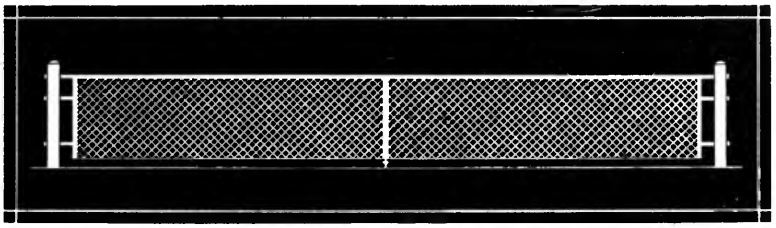
From *Samuel French,* 25 West 45th Street, New York, and 811 West 7th Street, Los Angeles, there is now available a complete catalogue which classifies and fully describes French's plays of distinction for every need. A new system of classification makes it possible to find just the play desired with the least possible effort. Send for a copy at once.

The P. Goldsmith Sons, Inc., John and Findlay Streets, Cincinnati, Ohio, issue an attractive catalogue available on request which shows the company's complete line of sports equipment. A glance at the index to contents will show you exactly what supplies and equipment are available and on what page of the catalogue each will be found. There are sections on football, basketball, volley ball, soccer ball, hockey and boxing. There is a miscellaneous section in which will be found mention of balls for a variety of games, clothing of various types, shoes, emblems, gloves, letters, vaulting poles, whistles and the many items which go into a complete equipment for athletic sports and games. The catalogue is profusely illustrated and prices are given in each case.

The dust nuisance on playgrounds has for many years been a source of annoyance to recreation supervisors. In some instances hard surfacing with various compositions solved the dust problem but was too expensive generally for all playgrounds. For certain purposes the bare playground seems the most desirable, the dust nuisance, however, always being objectionable.

Various chemicals, with or without water, were used with some measure of success. Effectiveness of the known chemicals or compounds was short-lived and the necessity for repeated applications proved expensive. Research laboratories of the *Gulf Research and Development Company* undertook a study of the dust problem. After many months of diligent research, their chemists and engineers perfected GULF SANI-SOIL-SET.

Practical demonstration on numerous playgrounds in one of America's major cities was carried out over a year's time before GULF SANI-SOIL-SET was announced to the public. After GULF SANI-SOIL-SET was announced in the December 1935 issue of RECREATION, the keen public interest in the dust problem was evidenced by the



All-Metal Tennis Net Outfit

Weather-proof, vandal-proof. Nothing to rust. Has Canvas Binding. No attaching, detaching, or storing. Cost soon repaid.

THE
RECREATION
LINE

Is the result of more active experience on the part of its executives in all phases of design, production, and selling than that of any other line. This means more than twenty years of experience.

Full Line of PLAY EQUIPMENT FOR PARKS, PLAYGROUNDS, BEACHES AND POOLS. *Write for catalog.*

RECREATION EQUIPMENT COMPANY
Anderson, Indiana

fact that practically every major city in the United States and Canada made immediate inquiry. As the outdoor season opened playgrounds throughout the country were treated. Many prominent recreation supervisors pronounced GULF SANI-SOIL-SET the solution to the dust problem.

GULF SANI-SOIL-SET is a liquid compound possessing both germicidal and dust allaying properties. It is claimed that one quart per square yard will control the dust throughout the season. *The Gulf Oil Corporation and the Gulf Refining Company* have been highly praised by recreation superintendents and ground keepers generally for their contribution of an inexpensive product that will effectively control dust. Manufacturers claim GULF SANI-SOIL-SET is ideally suited for the treatment of all bare ground where control of dust is desired and is recommended for bare playgrounds in general, tennis courts, parking lots, bridal paths, private roads or driveways, race tracks, ball grounds, amusement parks, etc.

J. L. Hammett Company, Cambridge, Mass., offers a complete line of crafts material and educational items. This company has been supplying the schools of the country for the last seventy-three years. They supply materials for making baskets, including natural reed, fibre reed, raffia, wooden tray bases and other models. Also they manufacture weaving looms, and supply the yarns for use on these looms. Weaving looms are obtainable in many styles and patterns. Some looms are suitable for very young children, and other looms are suitable for more advanced harness weaving. Oil colors, brushes, bookbinding materials, and items for decorating are also included in their line, and batik, toy-making supplies, linoleum blocks and modelling materials.

P. C. Herwig Company, 121 Sands Street, Brooklyn, New York, is equipped to supply materials and instructions applicable to square knot handcraft, the art of making a variety of beautiful articles such as belts, purses, dog leashes and whistle lanyards. Square knotting is attractive to the individual worker because it adapts itself readily to originality of design, is easy to learn and makes possible combinations which form new and interesting patterns. It is practiced by individuals and groups in schools, colleges, hospitals, camps and convalescent homes.

The entire family may enjoy archery for in no other sport do age, weight or strength make so little difference. It develops poise and correct posture. The cost is low as most players derive enjoyment from making their own tackle for which the *John A. Hunter Hardwood*

Attention —

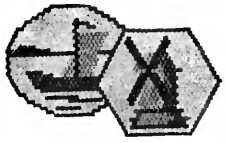
Recreation Directors

SEND FOR OUR FREE BOOKLET No. 20-R

describing the following excellent new handicrafts for your Recreation Centers.

INDIAN BEAD-CRAFT presents one of the finest craft opportunities for youth or adult. Our new "Walco" Indestructible Bead Loom enables anyone to easily make fobs, necklaces, hat bands, belts, wristbands and bags.

WOOD BEAD-CRAFT offers possibilities for craft classes to make the accessories now in vogue. This Craft can be accomplished with such ease that it can be mastered after a few moments practice. Wood bead bags, bracelets, belts, collars and cuffs are but a few of the useful articles that can be made.



TILE BEAD-CRAFT will aid your children in making decorative mats and coasters in any number of designs and color combinations such as those illustrated on left. Very simple and inexpensive.

FELT-CRAFT is a new and appealing craft with unlimited possibilities for everyone. Useful and decorative articles, such as pillows, pictures, toys, card table covers, and pennants can easily be made. Very inexpensive.

JEWEL-CRAFT enables one to make brilliant and lovely necklaces and bracelets.

All of the above Crafts illustrated and described in our Free Booklet No. 20-R. SEND FOR IT TODAY.

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Compiled by The Department of Intramural Sports, University of Michigan, E. D. Mitchell, Editor.

Covering over 28 recreational sports this new book meets a need covered by no other publication. Nearly 2,000 copies were sold within two weeks of publication. $2.50

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A Study of Recreation and Leisure in Their Sociological Aspects

By Martin H. Neumeyer, Ph.D., Associate Professor of Sociology, University of Southern California and Esther S. Neumeyer, A.M.

The first book giving serious consideration to this important problem. Is of immediate interest to all recreation leaders. Recommended by The Scientific Book Club. $3.00

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By B. S. Mason and E. D. Mitchell

The current best seller of game books. Containing over 1200 games for all social occasions, it is *the book* for the director of recreational activities. Third Large Printing. $2.50

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By B. S. Mason and E. D. Mitchell

A companion volume to *Social Games*, this new book offers 1800 games and contests of the more vigorous type. Essential to every library. $3.00

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67 WEST 44th STREET NEW YORK

Corporation, 9-15 Park Place, New York City, furnishes the wood cut to size, arrow dowels, bow strings, piles, etc. It supplies blue prints and an instruction sheet which are material aids in making either the English long bow or the modified flat type.

The Indera Mills Company, Winston-Salem, N. C., manufacturers of Indera Figurefit Swim Suits, have perfected a new feature in construction of their swim suits which has met with instant approval of the trade and consumer.

Under the old method, the fronts and backs were cut the same width but now all Indera Figurefit suits are cut with narrow backs and full cut chest. The reason for this idea is simple. Everyone measures less from under the arm pit across the shoulder blades than he does across the chest section, and this new idea gives a perfect fitting "Sta-up" shoulder strap that will not slip off the shoulder and a snug fit of chest and back.

Their 1936 style catalog is ready for mailing and has forty illustrations of many new models from actual photographs with detailed descriptive matter. This catalog will be mailed free upon request.

The Wolverine Line of Archery Tackle manufactured by *Frederic A. Kibbe* of Coldwater, Michigan, is described in a new catalogue with the lowest prices ever offered in the eighteen years during which the firm has served the increasing number of archery enthusiasts. A copy of this catalogue may be secured free on request.

"Pastimes Here, and Pleasant Games"

TWICE 55 GAMES WITH MUSIC

The Red Book

FROM childhood to old age the normal person likes to play—an activity that means spontaneous recreation, with study as a very negligible factor. Singing Games offer a simple and practical means of genuine recreational amusement. Send 25c. in coin for **The Red Book** containing all directions for games and dances. Separate piano edition, 75c.

C. C. BIRCHARD & CO.

221 Columbus Avenue BOSTON, MASS.

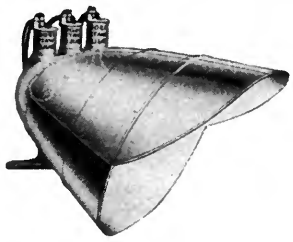
The Limestone Products Corporation of America at Newton, New Jersey, has for several years been marketing a product known as Lime Crest No. 8 Playground Material. This has been used with great success on some of the largest municipal playgrounds of the country. It is far superior to ordinary trap rock which washes and accumulates in catch basins. It is made of the proper size so that it will pack on the playground with hard usage. It is very light in color with light reflecting qualities which effect a substantial saving in cities where playgrounds are illuminated at night. The material is sanitary and clean and insures a safety-first, non-abrasive playground.

The National Bureau of Private Schools, 522 Fifth Avenue, New York City, represents about 250 accredited private boarding and day schools throughout the East for the purpose of recommending schools meeting the individual requirements of the students. It also maintains one of the few teachers' agencies exclusively serving private schools. A unique branch of the Bureau is its real estate department which has two men in the field twelve months of the year inspecting and investigating summer camps which may be leased or purchased. The total volume of this department's transactions exceeds the combined total of transactions concluded by all other real estate agencies combined in this specialized field.

The Paddle Tennis Company, 285 Madison Avenue, New York City, sole makers of Official Paddle Tennis equipment, has issued a folder on their fast-growing playground sport. The folder includes illustrations and prices of equipment, complete rules for playing Paddle Tennis, as well as a diagram which shows how easy it is to lay out a court on a space one-fourth the size of a tennis court. Instructions for laying out the popular, new, all-year-round Platform Paddle Tennis court are also included. This pamphlet is free on request. It will be of interest to recreation workers.

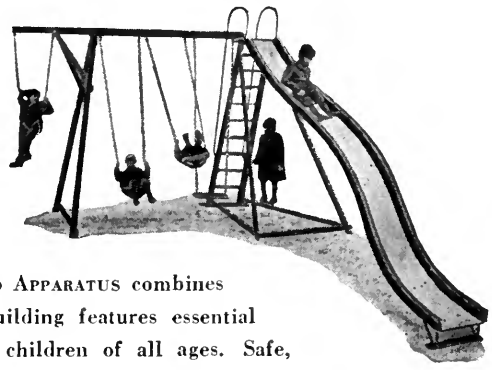
Page Stainless Steel Tennis Court Nets *(Page Steel & Wire Division of American Chain Company, Inc.,* Monessen, Pa.) are ideal for private, college, municipal, public and club courts. They have many advantages. Maintenance is practically eliminated, for once erected they may be allowed to remain standing day and night during the entire playing season. They require only small storage space and that eliminates the expense of the removal and erection of the nets each day and of repairs. The nets may be used on existing wood or steel posts with the aid of reel attachments which may be supplied on order. They will not rot, sag, stretch, wear out or tear and are made from one continuous piece and from stainless corrosion-resisting steel woven wire. This wire requires no protective coating such as galvanizing, and consequently it has an absolutely smooth surface which will not injure the ball or player.

Page Stainless Steel Tennis Court Nets pay for themselves by reducing upkeep expenses and provide a better net involving strength, durability and elasticity. Consid-



GIANT

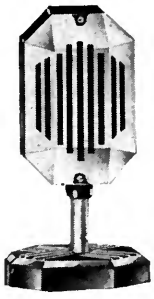
Equipment doubles the enjoyment of the playtime hours. Write for free literature on any or all items.



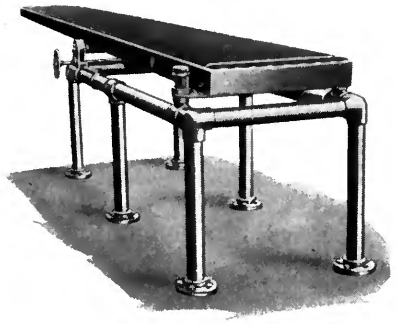
GIANT FLOODLIGHT PROJECTORS provide perfect visibility for all night sports. Produce a mellow, glare-free, blue white light, evenly distributed and free from shadows. Economical to install and maintain. Complete line of open and closed units.

GIANT PLAYGROUND APPARATUS combines fun and health building features essential for enjoyment of children of all ages. Safe, sturdy, durable. Guaranteed to give satisfaction. Giant apparatus leads the field.

GIANT SOUND SYSTEMS. Loud speaker systems for stadiums, athletic fields, school auditoriums, classrooms, inter-communication, etc. Tailored to meet the individual needs of every installation.



POOL EQUIPMENT. A most complete line of high and low diving equipment featuring the special adjustable fulcrum; swings, buoys, life lines, slides, waves, ladders, etc.



Also Portable Bleachers, Settees, Flagpoles, Line Markers and Line White

Dept. R.

Giant Manufacturing Co.

COUNCIL BLUFFS, IOWA

ering replacements and maintenance required on other types of tennis court nets, Page nets cost much less over a short period of time.

Send for Booklet "E" issued by *Petersen & Company*, Philadelphia, Pa., which will give you full information about their gymnasium and wrestling mats and mat covers, and athletic goods.

The remarkably popular Junglegym-Climbing Structures that have been promoted and distributed for the past twelve years by *The Playground Equipment Company* of 82 Duane Street, New York, are still making new friends every day, reaching down now to the smallest group, the Nursery School children of ages 2 to 5, with the latest models No. 7 in Galvanized Steel, and No. 8 in Wood, comparable in style to the well-known Junior. The new models have 14 inch squares as against 18 inch squares in the No. 5 and the Junior, and 24 inch squares in the models for the larger children, the No. 1, No. 2 and No. 4. New York City has standardized on the No. 2 Junglegym, and each of the several hundred playgrounds will have one of these. New York City playgrounds now have over one hundred of the No. 1 Junglegyms, in use for the past ten to twelve years. And by the time the playgrounds are under way this summer there will be about two hundred of the No. 2 Junglegyms in use. And about fifty of the No. 5 Junglegyms for the smaller children.

We should like to send to all the readers of the RECREATION magazine, our catalog, together with letters from directors who have found the Junglegym to be an ideal play device. We will also send our booklet—"Rules for Games and Exercises on the Junglegym."

During the current month, *The J. E. Porter Corporation* of Ottawa, Illinois, manufacturers of Louden Streamlined Pool Equipment, has announced a new "Bachrach" Official Championship Diving Board and "Bachrach" Fulcrum. This new springboard and fulcrum equipment bears the famous name of William Bachrach, Head Coach of American Olympic Swimming and Diving Teams, and Director of Aquatic Sports, Illinois Athletic Club, Chicago. This equipment was designed by William Bachrach himself, in collaboration with Louden engineers. It is essentially the same type of equipment that has been used by Mr. Bachrach for over 22 years in the training and development of many National A. A. U.

CROUSE-HINDS COMPANY SYRACUSE, N. Y.

Manufacturer of a Complete Line of **Floodlights for Night Sports**

Bulletin 2299, "NIGHTTIME IS PLAYTIME" will be sent on request

A CAMPING EXPERIENCE

for Every Child

• It is our firm belief and conviction that every child should spend at least a certain period each year at Camp . . . there to enjoy the wonders of Nature and the health building qualities of the out-of-doors. Slowly but surely organizations of all types are becoming aware of the *necessity* for Camping, as a vital part of their recreational programs.

• In these fast changing times — 5,000 Camp Executives find *Camping World* indispensible in completing the knowledge they require to form sound opinions on Camping. We believe that you, too, will find *Camping World* so satisfying that you will never wish to be without it. You need not send your check now. We will bill you later, if you wish. But to insure receiving *Camping World* we urge you to mail your subscription order at once.

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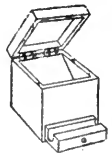

Manufacturer of

UNPAINTED NOVELTY BOXES

Attractive Prices — *Write for Catalogue*

Champion swimmers and divers. In fact, more National Championships have been won on his equipment than all others combined. Among the protégés of William Bachrach are such famous names as Johnnie Weissmueller, Conrad Wohlfeld, Arthur Hartung and many others.

The new "Bachrach" Championship Diving Board and "Bachrach" Fulcrum comply with all official regulations. The unique design insures the greatest possible degree of prevention against breakage, warping and swelling. The wood is subjected to an exclusive Louden Bachrach process of oil treatment and finishing. The new fulcrum represents a distinct departure in design and construction from all others. The springboard rests directly upon a thick, hard, yet resilient, cushion of rubber. This rubber cushion is firmly imbedded into a sturdy Certified Malleable Iron Casting. The fulcrum is speedily and efficiently adjusted by the diver to give any desired springboard tension.

William Bachrach, we are told, has expressed his pleasure with the opportunity to cooperate in commercializing this diving equipment of his own design, thus making it available to ambitious amateurs everywhere. The J. E. Porter Corporation of Ottawa now has ready for distribution new literature illustrating and describing the new "Bachrach" Championship Diving Board and Fulcrum. A new catalog is also just ready. It gives full particulars on the complete new line of Louden Streamlined Pool Equipment. Copies will be gladly mailed to all architects, engineers, pool operators, and others interested in the selection and purchase of better pool equipment.

The J. E. Porter Corporation guarantees the new Bachrach Championship Diving Board against breakage for two years. The new fulcrum practically eliminates diving board breakage yet provides the board with a spring and a distinctive action which heretofore have been regarded as unattainable.

The Recreation Equipment Co., Anderson, Indiana, has developed a number of new ideas in design and construction in connection with the manufacture of the "RECREATION" line of Park, Playground and Swimming Pool Equipment. These new developments have been brought about by more than twenty years of experience on the part of their executives in all phases of design, construction, and selling. Among them are the new All-Metal Tennis Net Outfits, new Dual Fulcrum for Diving Boards, a superior All-Metal Slide, and a new idea in Laminated Diving Boards. Every one of these new ideas contributes to longer life and more satisfactory service.

A catalog will be sent for the asking.

Any questions regarding archery for school or camp use and finished or raw material for making bows and arrows will be gladly answered by *Rounsevelle-Rohm, Inc.,* Hazel Crest, Illinois.

Shuffleboard Game Equipment

$7.50, $10.00 and $15.00 Sets
of Best Material

Rubber-tired Discs—Cannot Split—$5.00

Catalogue

●

Daytona Beach Shuffle Board Co.
Philmont New York

The Royal Emblem Company, 41 John Street, New York City, has developed several very new and inexpensive ideas in medal awards especially designed to meet the needs of the recreation director.

"To End Dust" is the title of an interesting new 24 page booklet in two colors published this month by the *Solvay Sales Corporation,* 40 Rector Street, New York City. The contents of this booklet have to do with the dust nuisance from unpaved outdoor surfaces and tell how it may be simply and successfully combated at small cost by the application of Solvay Calcium Chloride. Complete instructions and table for use are included, together with half tone illustrations of specific outdoor areas where treatment is recommended.

Free copies of the booklet, "To End Dust," will be gladly sent on request to the Solvay organization.

As publishers of music for recreational activities, the *Clayton F. Summy Company,* 429 South Wabash Avenue, Chicago, Illinois, has held front rank for a long period of years. The Summy catalogue of physical education, dance and recreation books, operettas, pageants and pantomimes, is one continuous list of important publications. It is the aim of the company to make available to all the outstanding contributions of creative workers in this field.

Talens School Products Inc., offers free to heads of schools and camps a 32-page Catalog of Materials and Crafts Instruction Book. This booklet offers everything for the crafts worker, featuring Leatherwork, Beadwork, Metalwork, Pottery, Book Binding, Basketry, Loom Weaving and Block Printing. The company has offices in New York, Chicago, San Francisco, Dallas, and Terre Haute.

Among the many alluring spots to visit in New York, high up in Rockefeller Center, overlooking the tops of other skyscrapers, is a school devoted entirely to self-expression through handicrafts. Everyone has an urge to make things with his hands. *The Universal School of Handicrafts* makes available conditions that are ideal for creative expression of self. Under the sympathetic guidance of instructors who are masters of the techniques required in a broad range of arts and handicrafts, students may develop in their chosen lines.

Twenty subjects are now being taught, to which others will be added as the need develops. Students may work out any combination of crafts, as the aim of the school is to fit instruction to the individual requirements. This spring and summer instruction will be offered in Loom Weaving, Tapestry Weaving, Leather, Jewelry, Metalry, Glove Making, Wood Carving, Chip Carving, Block Printing, Pottery, Marionettes, Celluloid Etching, Design, Camp Crafts, Occupational Therapy Crafts, Settlement Crafts, Book Binding, Model Making, Primitive Musical Instrument Construction.

HANDICRAFT SERVICE

for Playgrounds, Camps and Recreation Centers

INSTRUCTION in all forms of handwork for playgrounds—books, instruction sheets.

MATERIALS: leather, metal, wood, lacing, yarns, over 2000 difficult to obtain supplies.

TOOLS for every type of handwork, special playground equipment.

FREE ADVISORY SERVICE. Programs suggested to meet every reasonable budget limitation, a wide range of projects from 5c. to 15c, instruction material for leaders.

SUPPLY CATALOG 6c. Sent free if request is written on official stationery or by authorized leader.

Universal School of Handicrafts
ROCKEFELLER CENTER
1270 SIXTH AVENUE - - - NEW YORK, N. Y.
(Boston School, 165 Newbury Street)

Naturally the supply service required for such a broad range of activities includes several thousand difficult-to-obtain materials, tools, books and instruction manuals. This service has been made available to all creative groups as well as individuals.

Special short period courses have been arranged for recreation leaders, projects being adapted to the peculiar conditions that must be met. One course of this nature covers articles costing five cents or less, suited to junior age boys and girls. Another feature of the Universal Plan covers free advisory service for leaders who wish specific data. Those who wish to be kept informed of new developments in creative work may secure a free bulletin service covering different branches of creative work.

Address letters to the Director, Universal School of Handicrafts, 1270 Sixth Avenue, New York City.

Indian Beadcraft is one of the most interesting and inexpensive handicrafts for recreation centers and playgrounds. Both young and old are thrilled with the opportunity of making beaded belts, fobs, necklaces, hand bags, hat bands and rings, and the cost is very small.

A new Indian bead loom has just been developed that is the most practical and economical bead loom ever made. It is constructed to last a lifetime. This loom is made in three sizes and ranges in price from 25¢ to $1.00 each.

Send for free folder No. 20R describing this loom to *Walco Bead Company,* 37 West 37th Street, New York City. You will also find in this folder complete information regarding practical and economical handicrafts suitable for playgrounds and recreation centers. Walco Bead Company supplies a large number of these playgrounds and recreation centers with all types of beads and they will be glad to outline programs for your groups.

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New Publications in the Leisure Time Field

Leisure for Living

By Katherine Glover. Superintendent of Documents, Washington, D. C. $.15.

"LEISURE FOR LIVING," the second of the bulletins prepared by the Committee on Youth Problems, Office of Education, offers a challenging presentation of the needs of youth for recreation and of the responsibility of society for helping to meet these needs. It tells of new developments in the field and cites instances of community programs which have been developed in an effort to meet youth's needs. There are suggestions for specific leisure time activities and practical examples are quoted. This booklet should be in the hands of all groups working with young people or concerned about their welfare.

The first bulletin of this series was *Youth—How Communities Can Help.* ($.10.) Others to appear later include *Education for Those Out of School; Vocational Guidance for Those Out of School; Employment Opportunities; Health Protection and Surveys.*

Boxing for Beginners

By Bernard F. Mooney. M. and M. Publishing Company, Box 36, Columbus, Ohio. $1.00.

THIS BOOK is the second of a series of textbooks to be used in teaching classes in physical education, for coaching teams or for self-instruction. The plan of instruction as outlined will enable instructors to teach the fundamental boxing techniques to a large number of pupils as well as to individuals.

Planning the Future with Youth

Edited by S. M. Keeny. Association Press, New York. $.50.

THE SIX SECTIONS of this booklet are drawn from addresses made at Niagara Falls in October 1935 at the meetings of the National Councils of Y.M.C.A.'s of the United States, the International Convention of the National Councils of the United States and Canada, and the Educational Council. The six papers published in this compilation have been selected with a view to meeting one test—what light do they throw on the possibilities of helping youth find themselves in this time of confusion? The contributors and their subjects are: "The Religious Person in the World Today," by Professor Gregory Vlastos; "The Outlook of Youth in American Life," by Dr. Harry Woodburn Chase; "North America and the World Crisis," by Dr. J. W. Dafoe; "Youth Speaks for Itself," a summary by Professor Harry A. Overstreet; "Our Rights As a Christian Movement," by John E. Manley; "Youth's Challenge to Democracy: What the Y.M.C.A. Can Do About It," by Thomas H. Nelson.

Tennis for Teachers

By Helen Irene Driver. W. B. Saunders Company, Philadelphia. $2.50.

IN THE APRIL 1935 issue of RECREATION we reviewed Miss Driver's book originally published by her in paper backed form. Since that date the book had been published by Saunders in a somewhat enlarged form and there has been some revision of the material in the first edition. In the book Miss Driver sketches the history of tennis, discusses scoring, rules, equipment and terminology, always emphasizing methods of teaching them to the student. She describes and illustrates the details of good form, the various strokes and tactics, and faults and errors to be avoided. Elementary games for the development of the student are included, and suggestions are offered for organizing and administering a complete tennis program.

Tumbling for Girls

By Marna Venable Brady, M.A. Lea and Febiger, Philadelphia. $1.50.

THIS HANDBOOK for teachers and students is designed to provide a textbook on tumbling for girls of high school and college age. Its particular aim is to develop both skills and grace. At the same time it does not neglect the spirit of play, which is one of the leading factors in the successful teaching of tumbling. The material is original, varied and practical.

A Handbook for the Amateur Actor

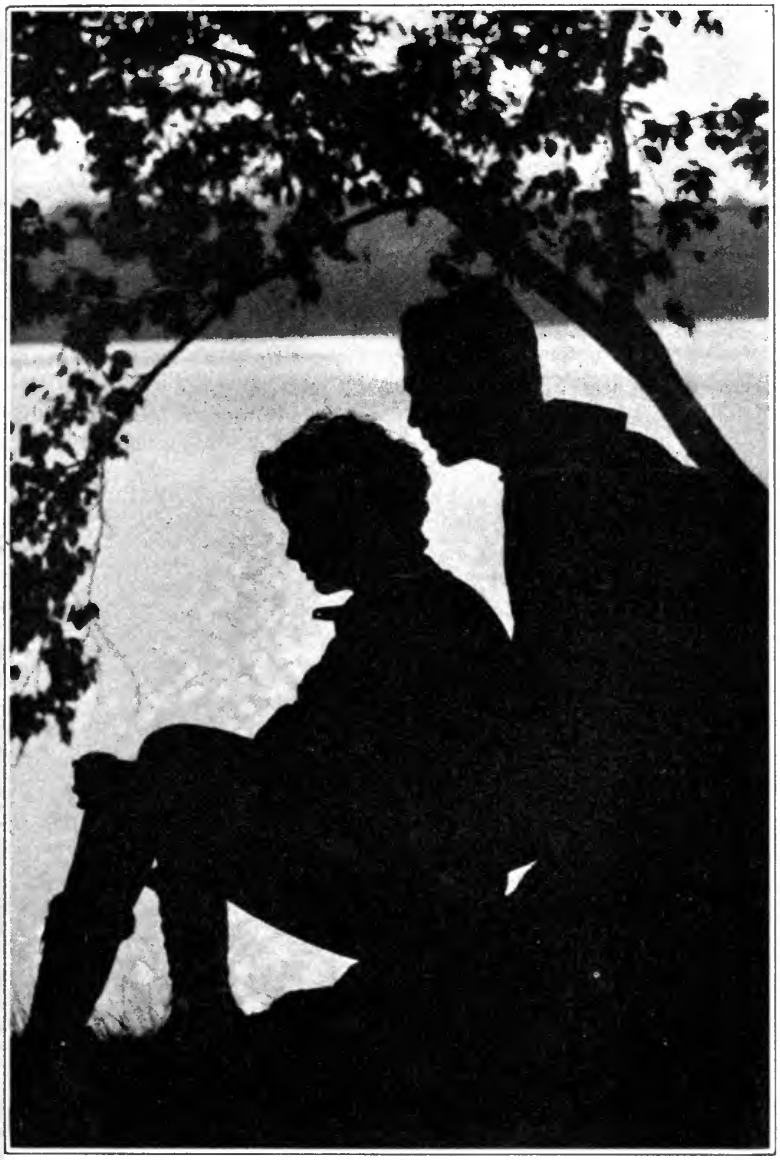
By Van H. Cartmell. Samuel French, New York. $1.50.

THIS BOOK is intended primarily for the occasional performer—the amateur with whom acting is a hobby. In it the author reveals a thousand and one secrets about the art of acting, and an exceedingly helpful, practical book is the result. "George," a one-act play, is included with complete stage directions and a running commentary for the director, together with a descriptive glossary of stage terms.

Planning for the Small American City

By Russell Van Nest Black. Public Administration Service, Chicago, Illinois. $1.00.

IN THIS VERY practical booklet Mr. Black, who has done much planning work in small communities, discusses the problem in three sections: (1) Making the City Plan; (2) What Modern Planning Offers the Small City, and (3) Carrying Out the City Plan. An interesting chapter on parks, playgrounds and other recreational areas presents concisely the importance of careful planning for recreational areas and suggests how such planning can most effectively be done.

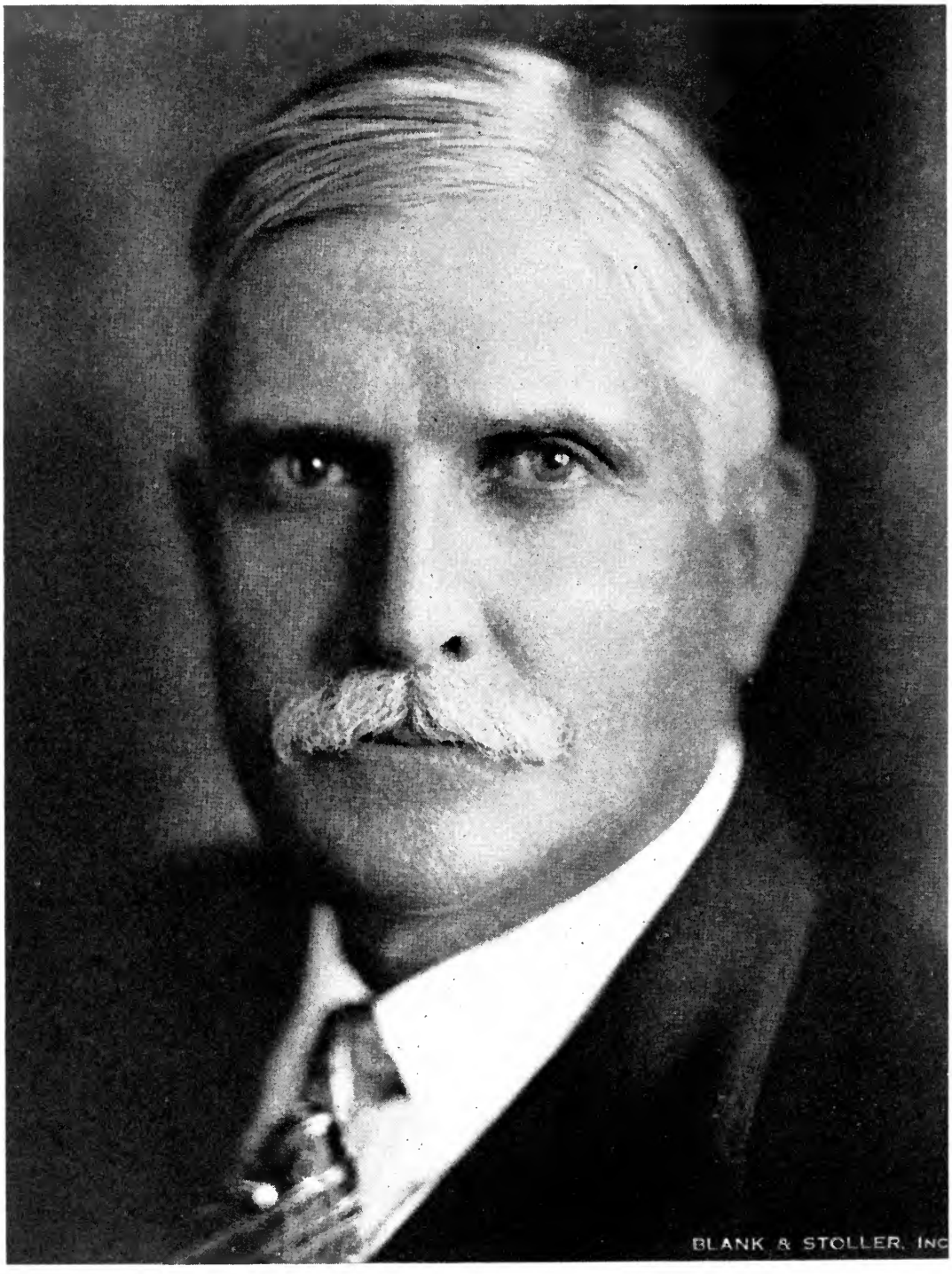


Courtesy Cincinnati Y.M.C.A.

July Has Come

"Beauty is all about us every day everywhere, if we have the eye to see it and the mind to recognize it and enjoy it. We have it in all the great outdoors; we can see it in the flash of a blue jay's wing, in the shapes of the clouds as they float endlessly on in the glorious sky. We can see it in the lines of the meandering stream and in the curves of far distant hills. We can see it in the design and color of the simplest flower at the roadside."

—Elizabeth W. Robertson



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1920-1936

William Butterworth

BACK OF THE WORK of the local recreation systems and of the members of the National Recreation Association staff has been the lay membership of the National Board. For more than twenty-five years Joseph Lee as a layman, as President of the Association, worked almost as if he were a staff member. Another Board member whose backing has meant much for the last sixteen years has been William Butterworth.

He did not wait to be called upon for service. He himself took the initiative in a creative way. "As President of the United States Chamber of Commerce I want to send letters to each local chamber about the setting aside of land for playgrounds and parks in the new real estate developments. I want to ask certain questions about recreation planning. Unless you see some objections I shall send out these letters." That was his characteristic way. And again he took the leadership in arranging for certain publications relating to recreation planning.

William Butterworth, wherever he went, was observing recreation developments and sharing with the workers what he had learned. After a visit to Long Beach, California, he came to the office to run over what might be helpful to other cities. As he made trips to the Southwest or to the Pacific Coast he was willing to take time to talk to individuals about the national recreation program. He presided at sessions of the National Recreation Congress—remaining throughout the convention. Just last April he attended the Pacific Coast District Recreation Conference. When he learned that Dr. Lawrence P. Jacks of Oxford, England, was to be in the Middle West, William Butterworth immediately arranged important meetings in his home city of Moline, Illinois, to hear Dr. Jacks and confer with him.

Perhaps no part of the national recreation program interested Mr. Butterworth more than the rural. He followed closely what Mr. and Mrs. John Bradford, W. P. Jackson, Jack Knapp were doing in training thousands of volunteer recreation leaders for service in the rural areas. Only a few days before his death he telephoned to tell about a conference he wanted to arrange for John Bradford in Chicago at which he planned to be present.

The task of money-raising was no easier for him than for any one else, but he willingly took hold of it. At the time of the 25th anniversary Board meeting held in the Cabinet Room at the White House, it was William Butterworth who introduced a resolution urging the need of establishing a limited period $10,000,000 endowment fund for the national recreation-leisure time movement.

Even as a student at Lehigh University Mr. Butterworth had been in the Glee Club and in college dramatics—as well as playing football and baseball. Years ago he had himself taken the leadership in developing a large chorus at Moline. He was always much interested in children's gardens and community gardens.

As he came to New York from time to time he would come in with his list of problems he wanted to take up—always wholehearted, enthusiastic, so very human and kindly that all of us who met him had more power for going on with our work. He was like a father in his spirit with members of the staff. One could talk over any kind of problem with him and be so sure of his interest and of the wisdom that came from a long experience of life. Incidentally as one talked with William Butterworth one would catch glimpses of many things he was doing in different fields—doing them all quietly, simply. William Butterworth sought nothing for himself. He gave many addresses on recreation and many of his articles appeared in various magazines. He was always ready to help, but he cared nothing for recognition for himself.

Several times when William Butterworth had gone out of my office I thought of the verse — "Except as ye become as little children ye cannot enter into the Kingdom of Heaven." William Butterworth was a man of great strength and force of character, but with it all he kept as much as any man I have known the heart of a little child. One could sit with him in comfort without talking. I have been with him as he talked with the President of the United States and I have been with him as he talked with unknown strangers and to all men and women he was just himself—not looking up or down, but straight across.

It means much to the national recreation movement that from 1920 until his recent death it has had the help of such great-souled leadership. William Butterworth did much to make America a place in which there is greater opportunity for gracious living.

HOWARD BRAUCHER.

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From a Letter Written to

WILLIAM BUTTERWORTH

By His Father

HOUSE OF REPRESENTATIVES,
Washington, D. C.,
September 15, 1886.

MY DEAR SON:

Thee is about to return to college to renew thy studies, but will realize, if thee lives, in after life, the great love I have for thee, and the anxiety I feel for thy welfare.

My son, in all *things* let the *eternal rule* of *right* be thy guide. Do nothing that thy conscience does not approve. In all thy dealings with thy fellow men act *honorably*. As thy grandmother would say, "Stick to the right." It is a mere matter of policy, the best, since truth and right are of God and hence, eternal, while error and wrong are of a day and must perish from the earth.

These are golden hours and are fleeing fast. Improve each one.

Let thy language in conversation be chaste and elegant. Avoid saying anything that will wound the feelings of another.

Seek to fill thy mind, not only with the knowledge of text books, but with general useful knowledge as well.

Remember thy Creator in the days of thy youth, when the evil days come not and the hour draweth not nigh when you shalt say, "I have no pleasure in them."

"Honor thy father and thy mother that thy days may be long in the land which the Lord thy God giveth thee."

Keep thy mind clean and sweet. Cultivate ennobling thoughts, and emulate the example of the good.

Be economical without parsimony. Remember, there can be no storing without saving, and wise economy is the true source of benevolence

Study philosophy as much as possible. Cultivate habits of thoughtfulness.

Let thy conversation be characterized by gravity. Levity compromises dignity, and connects one with the vulgar throng, while true dignity commands respect.

Remember, a man is known by his associates. Leave a companion who urges thee into evil associations or compromising places. Go nowhere thee would hesitate to take thy father or brother.

Keep a journal. It will be a record of thy progress in study and mental growth, and besides it will accustom thee to writing thy thoughts and to describing events.

Seek to practice, at least experimentally, what thee learns. I will procure an electrical outfit for thee so thee may increase thy knowledge of the science by experiments as well as by study.

Get on as fast as thee can in thy studies, as I need thee very much to assist me in business.

Be careful of thy health. Don't fail to apply the remedy to disease in its inception. Be very careful not to get overheated and then expose thyself to sudden cold by lying on the ground or otherwise.

These things I have written thee to keep them in thy memory.

Once more. Be a good and worthy boy. In all things so live that when thee lies down at night, no stinging conscience will disturb thy sleep.

May the Father of us all keep thee, and guide thy footsteps in the way of light and truth, and in good health bring thee again to thy home.

Thy loving father.
BEN. BUTTERWORTH.

TO WILLIAM BUTTERWORTH,
Washington, D. C.

Resolution Presented by

WILLIAM BUTTERWORTH

at the

Twenty-fifth Anniversary Board Meeting

held in the

Cabinet Room of the White House

WHEREAS it is estimated that the annual crime bill of the United is $10,000,000,000. or more; and

WHEREAS it is reported by responsible medical authorities that diseases of the heart and nervous system are rapidly increasing under the strain of modern life; and

WHEREAS there are 338,000 insane individuals in the public institutions of the United States with an annual maintenance cost to the taxpayer of $169,000,000. with the number rapidly increasing each year; and

WHEREAS there are 10,000 children under fifteen years of age killed each eighteen month period by automobiles; and

WHEREAS there are 200,000 children arrested annually in the United States for juvenile delinquency; and

WHEREAS the White House Conference on Child Health and Protection reports that there are 45,000,000 children under eighteen years of age in the United States and that these children spend a startlingly large percent of their time outside the school and home; and

WHEREAS mental and physical health, safety, good citizenship and normal living are well nigh impossible without wholesome and adequate recreation;

THEREFORE BE IT RESOLVED: That the National Recreation Association at this twenty-fifth anniversary meeting reaffirm its former vote that a foundation or limited period endowment of not less than $10,000,000 is needed for the national recreation movement; that

For all that is involved in preparing nationally for the recreational use of the larger leisure which is coming so rapidly in industry

For the training of volunteer and professional recreation workers through the Graduate School and its Extension Service

For research in the leisure time and recreation field

For assistance to educational authorities For study and service in the training of school leaders in recreation

For assistance in training rural leaders in recreation

For work on the land and water problems involved in providing for the future needs of the population of the United States along recreation lines

For all these services there is need either for an endowment of $10,000,000 or the provision of a stabilization fund which would guarantee an assured income of not less than $500,000 a year for the next twenty years.

That no organized drive be undertaken to secure this fund, but that effort be made to bring this need to the attention of the men and women in America who at the present time are considering bequests and the establishment of foundations and endowments and trust funds for essential national services to humanity not yet adequately financed.

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Three Months Later

By HARRY H. STOOPS
Supervisor of Playgrounds
Recreation Commission
Berkeley, California

ON JANUARY 15th the WPA recreation project in the City of Berkeley had its beginning. After several months of waiting word was received that the funds had been allotted and that on the 15th workers would once again be assigned to assist the Berkeley Recreation Department with its year-round recreation program. Hours of careful planning and thoughtful consideration of the lessons learned from past experience under CWA and SERA went into setting up the best possible plans for making the new project the greatest benefit to the people of the City of Berkeley and of equal importance to those working on the project.

Careful selection of administrative personnel, comprehensive planning of a training program for the play leaders, adequate facilities for housing and finally the preparation of a standard of efficiency toward which it was hoped our WPA play leaders would strive, completed the ground work laid prior to the opening date. Consideration was also given to the problem of using as many applicants sent to us as possible. This was determined by painstakingly listing all the needs of the Recreation Department. Our application blank was drawn up and we were ready to proceed. Every attempt was made to absorb as many workers as the project would allow. An information form, supplemented by personal interviews, constituted the first steps in this rehabilitation program. Responsibilities were assigned, definite hours set and an effort made to make the work as interesting as possible. True, the standards were high, but by means of our training course we were determined to give to these people not only a knowledge of our work, but most important, to instill a desire to better themselves and to plan for the day when they would leave us to secure a permanent position. Such was the foundation upon which our program of recreation under WPA was built.

Now, three months later, we stop long enough to survey the results obtained and to see if we are doing all we can to reach our objectives. Reviewing the situation we find that we have been fortunate in having assigned to us people who were eager to work. Those who were interested in recreation truly endeavored to learn all they could, with the idea in mind of doing their job just a bit better. Everyone was given at least twenty hours of preliminary training in the history, function, theory, value and need of leisure time supervision. All started at the bottom, so to speak, and were advanced according to our standards and their ability to conform to these standards. Following this training they were sent to a play area to observe how the play leader worked, just what his or her problems were and, in short, just what it was all about. After several days of observation they were organized into discussion groups where an experienced supervisor answered all questions and enlightened them further about their duties.

At recreation congresses, district meetings and on all occasions when recreation executives and officials come together to discuss their problems, the subject of WPA workers is invariably discussed. How can these workers be used to the best advantage? How are they to be trained? What is their place in the municipal recreation program? Discussion of these and similar problems is sure to fill the air!

In this article Mr. Stoops tells us how one recreation department has met the situation through a carefully thought out plan which has brought happy results.

Fitting the Worker to the Job

At the end of this period the superintendent of the project, the supervisor of training and the supervisor of playgrounds met and considered each candidate. The position and the candidate were discussed. An honest attempt was made to fit the

Courtesy Winnetka, Ill., Public Schools

person to the position and the position to the person. By this time the worker's weak and strong points were known, and we were very careful to assign the man or woman to a play area where he or she would have the best chance of doing a good job. Every possible personality trait was considered, the worker's, as well as the characteristics of those with whom he or she was to work.

WPA workers with training in drama are engaged in writing and producing plays for children and adults, in constructing stage sets and building scenery. They are searching libraries for information and are compiling bibliographies and arranging libraries of plays for community use.

The number of our workers grew and their interest increased accordingly. They formed their own organization and came willingly on their own free time to receive additional training. As they arrived at the predetermined standards advancements were made and increases in pay were gladly given. Additional supervision was provided by the training supervisor who spent considerable time on the playgrounds with the directors assisting them with their problems of program or discipline.

At the present time sixty-five play leaders on twenty-seven play areas are increasing the service to the community by keeping the play areas open additional hours each day more days each week; by offering leadership and training in new activities heretofore lacking in the program. Boys' and girls' clubs, hiking, picnicking, swimming, tournaments, leagues, special classes—all these and many more are being promoted by these play directors who are genuinely interested in their newly found work. Additional play areas have been opened and softball leagues organized and supervised. Pet shows, pentathlons, field days, play days, carnivals and many other features have been promoted successfully. Special groups, consisting of pre-school, school, delinquents, adults and old persons are all benefiting from this enlarged program.

Individuals have been given a chance to display their hobbies by being placed on the project as specialists. Boxing, wrestling, tumbling, dancing — ballroom and tap—dramatics, handcraft, story-telling, bridge and musical activities are only some of our many new additions to the program.

Leather repair men were assigned to the repairing, reconditioning and rehabilitating of

Courtesy Hygeia

old and used playground supplies. Indoor baseballs, volley balls, basketballs, soccer balls, punching bags and bases, were all placed once again into service through a minimum cost to the city for materials used for repairs. New indoor and medicine balls were constructed from old sections of worn out leather casings, thereby making new supplies available.

Handymen were used to paint lines for basketball, volley ball, tennis and handball courts. Circles and squares were painted for additional games. Baseball diamonds were marked off and bases and foul lines double coated with traffic white paint. Thus on twenty-six playgrounds all game areas were made more usable through the services of these men. Infields were smoothed, jumping pits dug, bleachers painted and many more tasks completed, which added considerably to the appearance of the playgrounds.

Carpenters constructed filing cabinets and shelves from material purchased by the city. Bean bag, mill, hang it, dart targets, dart baseball, croquet bowling, spot dodo, bull board, peg quoits, bagwa, halma, helma, star puzzle, queen's guard, devil in the deep blue sea, were some of the games made and placed into service for the use of the people of Berkeley. Small looms for bead and yarn work were constructed and used by the play leaders in teaching their fellow workers their hobbies. Boxes for recreational material were also designed and constructed.

Additional assistance in the office made possible the reorganization of files on recreational information; a classification of all playground accidents over a three-year period, reorganization of the distribution system of playground supplies, the sorting and segregating of newly acquired information on leisure time programs and dozens of small odd jobs too numerous to mention, which saved time for the office staff.

Recreational information was classified, bulletins written, stencils cut, copies mimeographed and clipped, giving a wider service to the community. Letters telling people of the municipal camps were mimeographed by the thousand and mailed. Many hours of time were saved by typists, mimeograph operators and other assistants.

All leather and wooden playground material was branded with "B.R.D." to insure them against theft as far as possible. In developing recreational institutes a search was made for new ideas, bulletins compiled and material mimeographed and clipped.

A commercial artist was assigned to us as a playground leader and his contributions to the program have been unlimited. Alphabets, numbers and signs for social recreation; wooden signs for pet shows, dramatic performances, camps and other events; painting and lettering of all the previously mentioned twenty games for social recreation; show cards advertising special features — all these and more have served to enlarge our program.

Handymen have kept the office in the best of condition. Others, painters by trade, painted, shellacked and varnished the games, signs, etc., as they were turned out, making them more durable.

Applicants with dramatic ability and experience were assigned to us and from their good work we have accomplished much. Construction of costumes, stage sets, scenery, properties, provided work for many. Rehanging and reconditioning of stage curtains in the city's community houses was a real task well done. Plays were written, cast, directed and produced. Libraries were searched for information on dramatics, and bibliographies compiled and mimeographed for distribution. Groups were trained in the various phases of dramatics. Plays were written, cast, and produced for children. A library of plays was organized for the use of those interested. A one-act play contest was organized and promoted and fourteen groups successfully provided five evenings of one-act plays for a most enthusiastic audience.

Information from the Berkeley Public Library and the University of California is being compiled, and in the very near future complete classified bibliographies of recreation in all of its many phases will be available for the public. Social recreation and game material is being segregated and classified with the idea of adopting a filing system which will instantly indicate the type of activity desired. Drawings of all game areas, along with the rules for the games, have been placed at the disposal of the public. Each of the Berkeley playgrounds has been drawn to scale showing the play areas from

(Continued on page 226)

Gold Digging in the Home

MUCH HAS been said about the natural resources of this country. We have been mightily concerned with the extent of our natural resources, their development, their conservation and their potential possibility in giving comfort and happiness to everyone. Yet all the while the natural resources of the home have been grievously neglected. We might well do more prospecting at home. Staking a claim there and proving it will yield far richer ore than digging in any earthy hills.

For happier, richer lives in a better society we must appraise the home mine's resources in the form of personality and character, latent talents and abilities, and room area for self-expression in play and creative activities.

There is a great deal of truth in the time-worn song, "The more we get together the happier are we." "Getting together" need not be at college rally or the village pub or at a convention. It may be in the home where the attendant happiness is deeper seated, more sincere and lasting. Home is coming to mean more than a place to hang one's hat, a place to eat — sometimes — or a place to sleep. People are becoming increasingly aware of the value of playing together in the home as a potential factor in developing its human resources. In addition to strengthening the family ties, home play is an important socializing agent for preparing the children for the more complicated social adjustments to be met in the larger, more complex social institutions upon which contemporary society is based. Through home play desirable play habits may be established which will contribute to the development of an adjusted personality and good character.

Through creative home play activities who knows what happiness and satisfaction have been experienced? The annals of history are full of the artists and writers and inventors who happily "messed about" at home much to the horror of their families and friends who considered such waste of working time little short, if short of sinful. Nowadays the creative instinct is carefully fostered, not to develop or discover geniuses or best-seller writers or foremost painters, but because by so doing the person involved leads a happier, richer life, becomes a more rounded personality. "Of all things which give eternal satisfaction to the spirit perhaps making things is the most far flung." And the "things" made may be collections, books, photographs, craft objects or castles in the sandbox or block houses.

But where can we get together informally and carry on these activities? Prowl around your house. Look to your basement! And if there be no basement, what about the attic? or the garage? or the roof? or the porch? Have you a half-empty store room that could be rearranged? A little ingenuity, hard work, some wall board, a bucket of paint and a few inexpensive furnishings or rejuvenated old ones may convert an attic or basement from a dismal cave piled high with debris and murky with cobwebs into a cheerful room for home play for the family group or its members. Here play activities may be carried on without disturbing the rest of the household should Jim want the stamp club to meet when father was weary. Unfiished work may be left out without causing worry lest visitors come and find the makings of airplanes or quilts all over the living room table.

What can you do to these seemingly impossible basements or attics to make them livable and cheery? We give a few suggestions:

The Attic or Basement Play Room

Ceiling, Walls and Floor. An infinite variety of finishes may be worked out for the attic or basement room. Boards of knotty pine, half logs, panels or less expensive composition sheets of rigid fibre or wall board may be used for the ceiling, walls or partitions. They may be left a natural color, stained, painted or covered with decorative wall paper.

Have you ever thought what a gold mine your attic or basement may be? A voyage of discovery will pay you!

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Rough basement walls may be plastered and decorated, or studs may be extended from the ceiling to the floor and covered with any material desired. In case of slightly damp basement walls, a coat of waterproof paint should be applied. If there is continuous seepage and dampness it may be necessary to cover all or parts of the wall space with waterproof dressing or filler.

It may also be necessary to cover the basement floor with a damp-proof cement. Over this may be applied a coat of quick drying cement paint of a bright and cheerful color. For those who want a more elaborate floor, there are linoleum, wood flooring, tile and various cork and rubber compositions. Wide pine boards or linoleum are very appropriate for the attic floor.

Rugs also add greatly to the attractiveness of the recreation room floor. All of the old cloths and carpets that collected during the clearing of the room may be sent to a rug weaving company. Out of these old materials reversible rugs can be made at a surprisingly low cost.

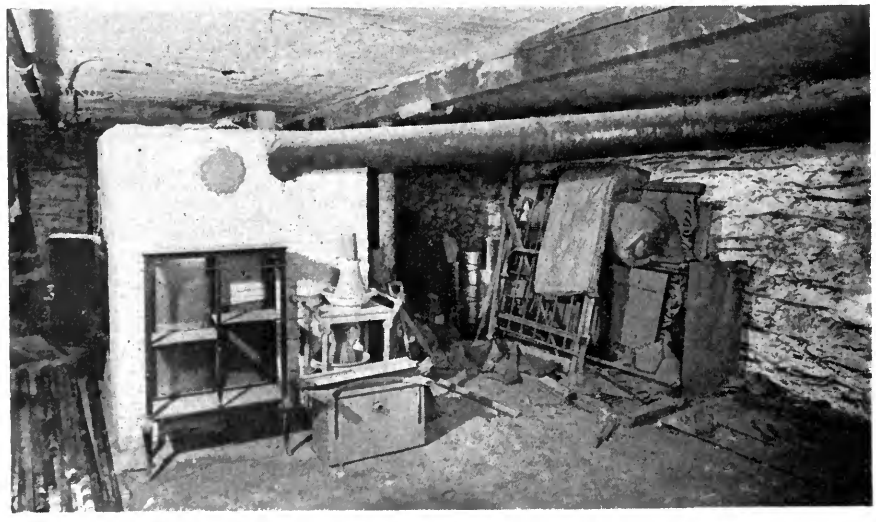
Light. In almost every attic and basement room there is insufficient light. In the basement it may be necessary to put in more grade line windows or to have wells dug or deepened so that present windows may be enlarged. The attic windows may have to be made wider and longer.

Additional electric lights and convenient outlets may be installed. It is advisable to have light fixtures placed close to the ceiling where they are less easily hit and broken. Conveniently located outlets and adjustable lamps for the work bench or study table will eliminate drop lights. Light colored walls are best for a room in which there is a small number of windows.

Stairs. The attic or basement stairway is usually very steep, so every precaution should be made to make it easily negotiable and as safe as possible. This can usually be done without disturbing the order of other rooms. Hand rails on one or both sides, non-slip mats of rubber or coarse pile carpets, and the installing of two way switches at both the top and bottom of the stairs are aids in the prevention of accidents. The walls and stairs may be made to fit into the decorative scheme of the recreation room. One family, to preserve the "catch-all" feature of the basement, built a closet under the stairs. A bag was hung under the stairs and one of the top steps hinged so that it could be lifted up and refuse sent down a chute into it.

Decoration. The scheme of decoration for the attic or basement recreation room may be developed around one of many subjects—and here the imagination may be brought into play. It may be merely a simply well-furnished room or it may be developed around an individual's hobby, as for example, a sport such as tennis, boating, fishing, hunting or golf. Perhaps it may suggest a realistic cabin of a ship or be built around the theme of aviation. Other motifs may be used, such as western life, Indian activities, or a circus setting with animal paintings on the walls and brightly cushioned nail kegs for seats. Through the use of advertising posters and scenic wall paper entirely different atmospheres will be achieved.

Overhead heating and water pipes or gas and electric meters are in many cases made a part of the decorating scheme. With a western ranch idea, for example, the upright pipes may become the corner posts of a ranch fence, or with the use of ropes the pipes may suggest yardarms on a boat. The decorations should in no way imply that only activities pertaining to the subject are



A basement gold mine prior to development

Courtesy American Radiator and Standard Sanitary Corporation

to be carried on in the room. They should offer a pleasing atmosphere for any type of recreational activity whether it be games, crafts or social activities.

Facilities and Equipment. The size and type of the basement or attic room will determine to a great extent the nature of the facilities and equipment that can be placed in it for recreation purposes. Careful plans should be made so that all space will be used to the greatest advantage.

In a low sloping attic sides may be used for reading nooks, built-in bunks, cupboards, chests, closets, book shelves, drawers, the radio, hobby collections and arts and crafts supplies. If it is at all possible there should be a fireplace in the home recreation room as a background for intimate family gatherings. It serves as a setting for a wide variety of home gatherings — story-telling hours, family sings, popcorn feasts, taffy pulls and marshmallow roasts. A corn popper is a good thing to have in any home.

Every home should have a musical instrument or instruments. The piano comes nearer to meeting all needs than any other. The phonograph and radio are also valuable for pleasure and educational purposes. Even though there may be a piano in the living room, why not try to secure a second one for the recreation room? It is often possible these days to secure for the cost of transportation an old piano which can be tuned at a small cost.

Furniture, including card and game tables, chairs, stands, bookshelves or magazine racks will be needed. This may be the workmanship of the father or son in the family, or mother may have repainted several discarded pieces, covering the chairs with gay-colored cretonne remnants. Lamps, rugs, bric-a-brac and pictures add to the attractiveness of the room.

Suggested Uses

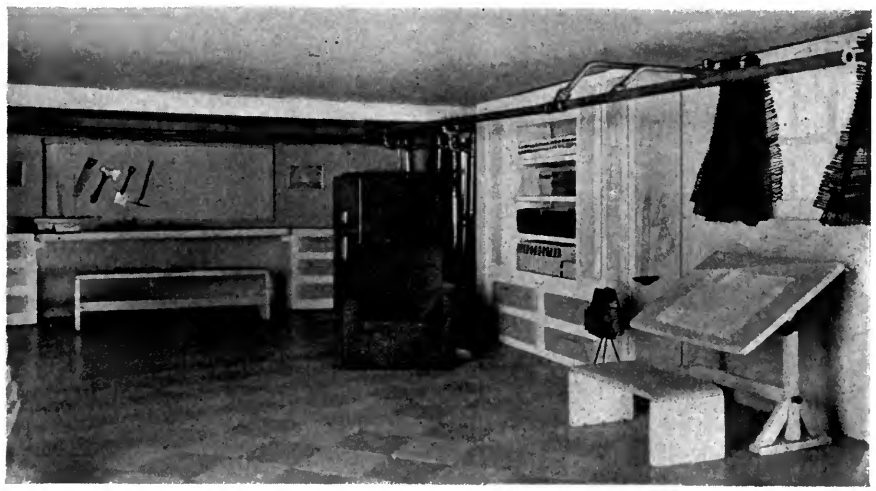
As has been suggested, the scheme of decoration or the name given a play room should not limit its use. If a room is to be designated as a "putter shop" it should not be restricted to arts and craft activities. The varied recreational interests of the members of the family should be kept in mind. At some time during the day it may become a child's play room; on other occasions it may be a sewing room for the women of the family. If the family wishes to play games, tables and other equipment may be placed in the center of the room. These may be pushed aside for dancing.

The recreation room may serve as any of the following:

A Miniature Gymnasium. With a floor mat for tumbling, wrestling and boxing, suspended rings from the ceiling and basketball hoops for the smaller boy. In the corners are a punching bag, rowing machine, jumping ropes, boxing gloves, rubber balls of various sizes and other equipment. If the basement room is large enough there may be a net for deck tennis and volley ball. Certainly there should be a ping pong table which can be folded and set aside when not in use.

Handcraft Workshop or Laboratory. Where the members of the family may putter and experiment; a place where the boy and his father may construct toys and furniture, build model boats and planes or mold metal; or other members of the family may tool leather, construct marionettes, make hooked rugs or draw and paint.

Hobby Room. Used for every type of hobby. A place where treasures may be brought and put for safe-keeping. Here Mother works on her priceless patch quilts; Dad shows his collection of



The same basement with operations completed

Courtesy American Radiator and Standard Sanitary Corporation

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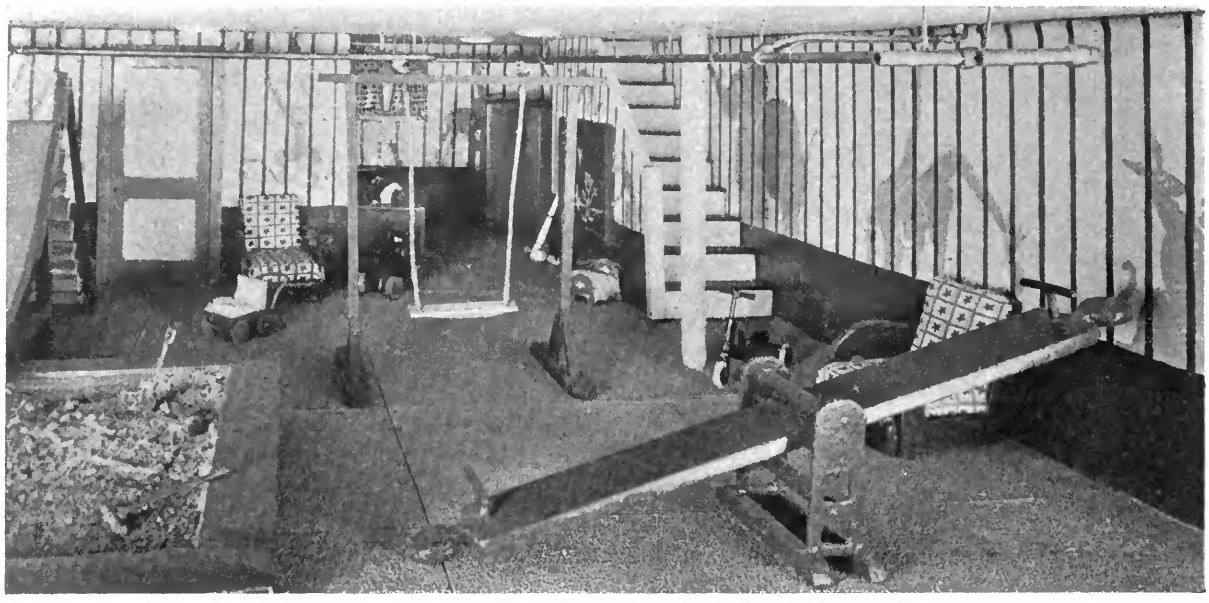


Courtesy American Radiator and Standard Sanitary Corporation

This basement play room was awarded a special prize at a recent contest

trophies, sister displays her foreign dolls and does water color paintings, and brother Bob's stamp club meets and barters in one of the world's most exciting markets.

Game Room. A jovial center for family active game nights, progressive game parties and contests and tournaments. A closet filled with checkers, dominoes, Pollyanna and other board and table games provides equipment. There are tables for cards, ping pong and billiards. Playing courts for shuffleboard have been painted upon the floor.

Museum. A room where the child or adult may start his natural history collection. A place to display and store collections of butterflies, rocks, weeds and even snakes and toads is essential for children and the adult nature lover.

Bird Cafeteria. A very interesting project for bird lovers. Place a wide board outside the window of the play room or any room of the house near which birds come. Arrange perches by inserting dowling in the outer side of the board. Place suet and apple (impaled on nails), grain, crumbs and water for bird visitors. Watch the birds closely.

The Play Room. Every home in which there are young children should have a room or at least a corner of a room which belongs exclusively to the children where they may play undisturbed and not disturb others. Possession of such a room eliminates disorder and confusion in the house and worry for mother. It develops the child's sense of ownership and respect for the rights of others. A place for playing and proper toys should be provided if the child is to receive the essential development which play affords.

An attic or basement recreation room will make a fine play room if it is sunny, well ventilated and well lighted. It may become a play room at certain times of the day and be used for entirely different purposes at other times. Families not fortunate enough to possess such space reserve a corner of the child's sleeping room or the family living room for a play space. An effort should be made to mark off this child's province in some definite way.

The furnishings for a play room or play corner need not be expensive, but should be planned with the idea of the child's comfort and use rather than with the purpose of appearing attractive from a grown-up's point of view. The height and durability of tables, chairs,sand boxes, shelves and cupboards as well as the height at which pictures and blackboards are hung will depend on the age of the child. Low shelves and cupboards are an inducement to order and a convenience for the small child. The pictures should be appropriate for the child, and if changed from time to time they add interest to a simply or meagerly furnished room. Rugs should be of the easily cleaned, reversible kind.

(Continued on page 226)

Musical Heights for the Plain Man

More adventures in digging for gold in the home; unearthing musical treasures

By A. D. ZANZIG
National Recreation Association

HAD YOU lived in Cambridge, Massachusetts, a few years ago, and liked to sing, you might on a certain evening have gone down Garden Street to a handsome old house separated from the roadway by a spacious lawn and trees. There soon after eight o'clock about thirty men and women were to be found in pleasantly animated conversation. Presently you would have heard a young man playing softly at the piano the opening measures of a Bach chorale, likely that one of the loveliest, set to the words commencing "Deck thyself, my soul, with gladness." Then came singing, increasing in volume and expanding in harmony as the conversation gave way gradually before it, until by the time the last phrase was reached the entire company was embarked for the evening's adventures. They sang folk songs and Elizabethan madrigals still as fresh as a bright May day in merrie England, a stirring chorus or two from the Brahm's "Requiem" or from a Bach cantata or similar work, a mystical motet by Byrd, Palestrina or one of the great modern Russians, and other good choruses of various moods and periods. Romantic sentiment went lilting through some of the Brahms "Liebeslieder," and good humor frolicked through some Gilbert and Sullivan, perhaps the final chorus from "The Gondoliers." And then came refreshments and more good talk. "Gute Nacht"—one of the lovliest of German folk songs—was sung at about eleven.

A very extraordinary thing about this singing was that it had nothing whatever to do with any concert. It was not a rehearsal. The music and the singers made up its entire world. The audience, so dominating a factor in almost all our music-making, was left out. Moreover, the singers were not professional vocalists. More than half of them were Harvard and Radcliffe undergraduates, destined for about as many different vocations as would be found in any unselected group of students, and the rest were also amateurs in performance though a few of them were teachers of music in elementary schools, and one the director of the Radcliffe Choral Society. Several were graduates of one or the other Cambridge college. Through two college years they gathered every fortnight and at some additional times, when the eagerness of some one of the more influential among them had set their telephones a-ringing.

The primary causes of these gatherings were the excellence and the general spirit of the Harvard Glee Club and the Radcliffe Choral Society. And we have been told of other similar groups said to be at least partly due to the good singing at those colleges. This is something new under the American sun—music of a sort long regarded as the peculiar profession of learned and skilled musicians, most of them foreigners, being sung by musically ordinary natives in their homes for an evening's delight! And there is likely to be more and more of it, especially if it is started during undergraduate days. The Harvard and Radcliffe choruses, each entirely extra-curricular, attract more students than do any other three extra-curricular activities of the college combined, including the major sports. This is true also of Yale where, one autumn, 512 students sought admission to the Glee Club; it is true of many other colleges where excellent music is well sung for the love of it; and most impressively of all, it is true of hundreds of high schools. In many a community there are large numbers of graduates of these schools and colleges who could enter very happily into such home gatherings if only the home and good informal leadership were made available.

Another Home Group

But college or high school singing is not at all a prerequisite to good amateur music-making in homes. The writer sings in a group of twenty neighbors, most of them couples — father and mother coming together—of whom only five have ever sung in a college chorus or any other, and

only four have had any special musical training. We sing every other Tuesday evening, and "at call," in the homes of the singers: each time in another's home. Like the Garden Street group, we have the great delight of singing music of Bach, Brahms, and their fellows. We are in especially great debt to John Dowland, Tom Morley and Orlando Gibbons of the madrigalists. "Come again, sweet love" by the first, and "My Bonnie lass she smileth," "Now is the month of Maying" and "April is in my Mistress' face" by the second are among the least difficult of the madrigals. Coming to the latter, we sing with Morley quite praisefully but with a strange lack of assurance that "April is in my Mistress' face, and July in her eyes hath place." By the time we are ready to sing, "Within her bosom is September" we have grown somewhat more eloquent, but oh, the fervor of our complaint when, upon turning the page, we find, "But in her heart a cold December"! This page we usually sing at least twice over, because of its fascinating interplay of parts. Soprano, alto, tenor, bass, each in succession agreeing knowingly with the previous one's "But in her heart," though too ardent to wait until that one has finished the phrase, seems to say, "Ay, 'tis only too true!" Our only difficulty is to avoid having the less romantic basses sound as though they were saying instead, "You're darn right!" Gibbons' "Silver Swan," one of the most beautiful of madrigals, also never ceases to surprise us with its closing lines, "More geese now live than swans, More fools than wise."

At about ten o'clock the hostess disappears, and you know what is going to happen. It *does* happen! The refreshments are simple and the talk delightful, and afterwards we sing still better. For there is a subtle relationship between music and food, good food. If after having sung a while you have refreshments, even if nothing more than coffee or cider and doughnuts, and good talk, you will then be the very soul of music and good feeling, and sing better than you will ever know how.

It is amazing, how readily we learn what seems to be difficult part-music. Under the circumstances it is not really difficult at all; the perfect leisure of the occasion lets mind and spirit grow naturally in grasp of the music. The hurry and constraints that often attend rehearsals for a concert are absent. The leader plays over the new music while the singers browse through it, humming or singing whatever attracts them in it. Then their attention is brought to an especially lovely or significant phrase in one of the parts, which is played and sung. The other parts are invited and helped in. After a little of this more intensive exploring, the whole composition or the section containing the now more familiar part is played again and more of it is apprehended by the singers than at the first hearing. So we grow in grasp of it until, after a half hour or less, it is put aside for the next time we gather.

There is something about the best music, especially such magical stuff as is in the Bach chorales, that nourishes the essentially musical powers of a person, those intuitive forces that teachers of sight-singing and wielders of batons often overlook. Three of the men in our group were barely able to carry a tune in the beginning, but even they can now maintain a part in a simple madrigal without accompaniment, to say nothing of their confidence and accuracy in accompanied arrangements of folk songs and other fine, simple music. Of course, we also sing folk songs in unison now and then, some of them with descants for the women while the men sail gallantly along with the familiar tune. There is no end of excellent and delightful music suited to the singing of small groups of amateurs, much of it never heard because it is not so well suited to concerts.

One of those three men, who has a robust though uncertain voice, became so enthusiastic that two years ago he joined a good church choir. When telling the rest of us about this, he felt obliged to explain how *he* happened to get into *that* accomplished choir. "I stand next to an Englishman," he said, "who sings every note at exactly the right pitch and time, but you can hardly hear him. You see, he gets the pitches and I sing 'em."

The growth in the quality of our singing has been little less striking and no less natural than our growth in power to learn the music. Evidently the spontaneous shaping of the spirit again and again to fine feelings is accompanied quite involuntarily by a shaping of the voice also, at least up to the point where physiological constraints or defects place a limit. And a hint or good model of vocal freedom from the leader or some other one of us goes far toward overcoming the constraints.

How It Grew and What It Grew

This informal singing was started without previous intention when four of us were once

gathered around a piano to look over a book of folk songs that one of the four, a mother, wished to sing with her children. In the back of the book was some four-part music in which we attempted the parts just for fun. The mother who owned the book thought the experience so enjoyable that she exclaimed, "Let's do this again next Wednesday. I know a tenor." It's a wonderful thing to know a tenor, so we all agreed, and on the next Wednesday we had the tenor and his wife who, as luck would have it, sang a pretty good alto. So the group has grown, by the natural effects of acquaintanceships, without any effort at promoting it.

Other enjoyable activities have grown out of it. Just as additional persons, one by one or two by two, have been attracted to the singing through the normal spread of such an interest among neighbors and friends, so the number of our common interests has been growing by what might be called the neighborliness of good ideas. Recently we went together to hear a symphony concert, and the next time "Die Meistersinger" is performed by the Metropolitan Opera Company we will be there to hear it. (We are only eighteen miles from New York.) We have several times sung a chorus from that most delightful of all operas, and we will explore more of it before the performance. The interest of two of the women in weaving has spread among the others and beyond them to other women in the village, and their growing skill has already produced some lovely textiles. Several of us have joined with other villagers in English country dancing every Wednesday evening.

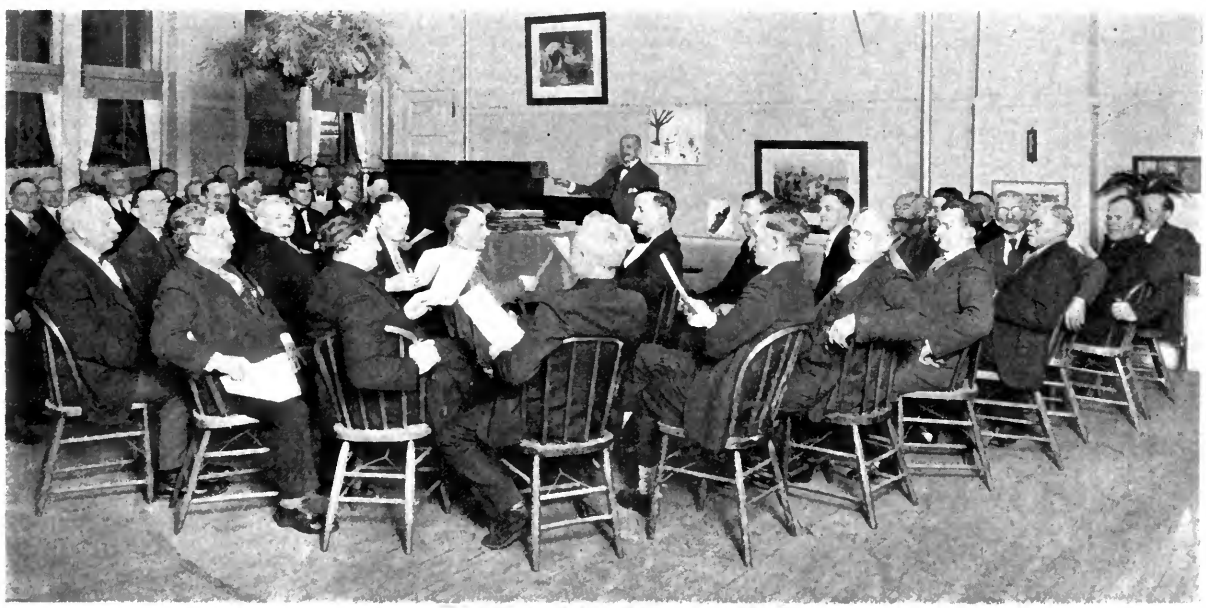
The Children

But the most gladdening of all the outcomes of the singing is the influence that it must be having on the older of our children. It is pleasant to see one or two of them "sitting in" at some of our gatherings, until it is time for them to go to sleep. The lovely strains must continue to reach them for a little while after they have gone to bed. No influence could be finer than that which comes from having in one's own home such "Great Companions," as Whitman would call them, as the composers who move among us on those evenings. Surely there is no better way of starting children in the love for and understanding of the best music, and the wish to make it themselves, or of introducing them into a social life which they will be glad to inherit from their elders. Compare to this the ordinary gathering of adults and children at a home party, in which the two generations find very little that can possibly or worthily bring them all into happy companionship.

Becoming a Concert Chorus

The Garden Street singers, of whom we have told, have become the Bach Cantata Club. Through invitations to friends and acquaintances they formed a chorus of ninety and gave a concert of a Bach cantata and other re-

A German singing society in Milwaukee enjoys one of its regular rehearsals



ligious music in St. Paul's Church in Boston. This attracted still more people to membership, and now they are a full-fledged concert-giving chorus rehearsing diligently every week. There is a loss in making such a change; it is somewhat like equipping a modest sailboat, heretofore propelled only by wind and tide, with an outboard motor. Lovers of sailing will shudder at this analogy. But in singing, the gain may be greater than the loss, especially where the natural propulsion to sing and to delight in the music itself is given every opportunity, even though the necessity of preparing for a concert is pushing the singers onward. The Garden Street group was quite large even in the beginning and therefore it probably could not attain the degree of comradeship that makes a smaller group sail along without added incentive. But the natural desire for utmost excellence in performance, and therefore for added incentive, was probably the main cause of the change. And the full, valorous, but still gay effort to fulfill that desire, now and then rewarded by great beauty, is a rich gain, especially to anyone of the many people whose work or enforced leisure has given them no opportunity or no motive for attaining excellence in any field.

"Share your songs, your music, your art, your sports and your heart's desire, and you have shared what has greatest lasting value. Build a community with what we have in common and the rest seems less important."

It is through striving in a chorus, be it a concert-giving one or not, that the plain man may reach the greatest artistic heights. In no other art or craft can the unskilled person rise so high. In Bethlehem, Pennsylvania, it is a chorus not of musicians but of steel workers, stenographers, tradesmen, clergymen, teachers, and people of other non-musical professions that has each year given a two-day Bach Festival that is eagerly attended by music-lovers from far and near. "I wouldn't go across the street to hear any one of us sing alone," said one of the members, "but when we sing together, I'd go a thousand miles to listen." The reader may know of some of the other choruses of amateurs that rise equally or nearly as high in artistic achievement. Their number has been slowly increasing.

The Church Choir Offers Possibilities

It is a pity that so many church choirs, though given high purpose and more frequent audiences than any other companies of singers, are inferior. Their fine possibilities, exemplified by excellent choirs here and there, are especially valuable in these times when it is critically important to enrich and inspire life as well as to preserve it. The fault is principally due to the poor taste and lack of ability of many choirmasters, though indifference, lack of initiative, or low standards on the part of pastors and laymen are also to blame. Fortunately, there are now a number of good schools for the training of choir leaders, among which may be mentioned the department of sacred music in the Northwestern University School of Music, St. Dunstan's College (Episcopal) at Providence, Rhode Island; the Pius X School of Liturgical Music, the School of Sacred Music at Union Theological Seminary, and the Westminster Choir School at Princeton, New Jersey. The last of these has been especially influential in the growing movement toward the installation of a really capable "minister of music" in every church, whose main duty it will be to enlist an adequate number of church members in each of three volunteer choirs — junior, high school, and adult—and to bring them to as high a degree of excellence and fine vitality as possible. This, it will be seen, has also to do with the high musical potentialities of the plain man. Of course, there should also be a good organist, who may be the choir leader himself. And a quartet of excellently trained singers can be of immense benefit in a volunteer choir, especially if each one is allowed to assume a tactful tutorial attitude toward his or her section.

Will the Brightest Promise Come True?

The brightest promise of a rich development of amateur music among the American people is in the high schools where, in an increasing number of places, there are choruses and *a cappella* choirs whose singing is superb in selection of music, in performance, and in ardor. But there is no assurance that such endeavors toward fuller, richer living will have a lasting effect. The prevailing interests and activities of adults in "real life" outside the schools, especially as they are reflected in homes, are likely to have greater influence than anything done inside the schools. And there can be no doubt that those interests and activities are in large measure contrary to such singing and other ways of creating beauty for the love and

joy of it. The inspiring hope that the world or the city or town will be made better in the quality of its living by educating the children is largely frustrated by our doing little or nothing to make the adult community fit for the survival of the best results desired from that education. This thought may make us consider what opportunities the community offers for continuance of excellent singing by graduates of those school choruses. We have considered the church choirs and we might think also of the social and other clubs and societies in which good singing might go on. But there should be musical opportunities for the amateur that are free of any expected loyalty or other commitments to a private organization not purely musical. We need *community* musical organizations.

The Community As Home

A good community chorus not only provides musical opportunity for many people; it can be also a means of cultivating civic spirit. A festival such as might be given by a number of choirs combined with a community chorus can be even more effective in this regard, at least during the period of its preparation and performance. Be it a permanent chorus or an occasional fine festival, it can be in truth a civic expression, a token of the sort of thing the city stands for and admires. It is said that the true character of an individual may be known by what he does when he is free from compulsion. So is it with a community also. It is also said that the individual's character is largely the result of the influences of his home life. But the influences of the community or neighborhood in which he lives are indissolubly intertwined with those home influences. After all, a home is not merely a house and lot, detached from the city of which it is a part. A fine community musical enterprise, given an honored place through the newspaper and through the moral support of civic and religious organizations and leading citizens, and enlisting as performers or listeners all sorts of people in the city, must in some degree influence the attitude and behavior of many residents toward their home city and toward one another. Like a beautiful park, a fine public library or art center, or a stately public building, it can be a token and champion of the dignity and inner life of the people.

Home Music Again

Home music, however, can be even more delightful, especially in the social qualities for which it calls, and it is more readily commenced and maintained than a chorus. It needs no organization, no officers or committees, no considerable expense, and it shuns publicity. Moreover, it escapes entirely the danger of discouragement or disbandment that besets every concert-giving chorus when its audiences are small. It needs musically capable leadership, however, of a kind already indicated in our descriptions of two home groups. Fortunately, such leadership is likely to grow naturally in many of the young men and women in the good high school and college choruses. And there is at least one school—The Concord (Massachusetts) Summer School of Music—mainly for teachers, that is a most inspiriting means of developing the desirable qualities. That its yearly company of about one hundred and fifty students are deeply infused with the spirit of the true amateur is shown not only in the large number of small groups self-initiated during the school period, but also in the singing or playing of such groups in many of the places in which the students spend their winters. Many a musical person who has never had any hope of being a conductor may find himself well able to take the lead in adventuring with good neighbors through such music as we have mentioned.

We have not dared to commence considering the delights of instrumental music-making that are within reach of the plain man. The opportunities in choral music are enough to consider in a single article. Moreover, singing is a much more nearly universal means of reaching the heights than playing can ever be. Even a kindergarten child's singing may be as beautiful a thing as has ever been heard or seen.

"Art springs from leisure. This is a well-established and generally recognized law. Primitive peoples whose entire energy must be devoted to the obtaining of food and shelter have little to show in the realm of fine arts. It is true that certain products of primitive races—fine needlework, rugs, baskets and similar articles — might seem to discredit this statement, but the fact remains that great music, poetry, painting, sculpture and drama are the products of leisure and of those hours of meditation and contemplation which leisure renders available."—*John Winter Thompson* in "Music and Leisure," *Leisure* for August 1935.

In a Wisconsin Community

ACTIVITIES of many kinds featured last year's recreation program at Two Rivers, Wisconsin, where the Department of Municipal Recreation, whose director is Arthur P. Eckley, is seeking to provide adequate recreational services for all its citizens.

One of the interesting features of the program is an archery club composed of people over 25 years of age. The Department furnishes the club with official targets and supervises the range during the summer months. During the winter season the archery program is continued indoors at the community house.

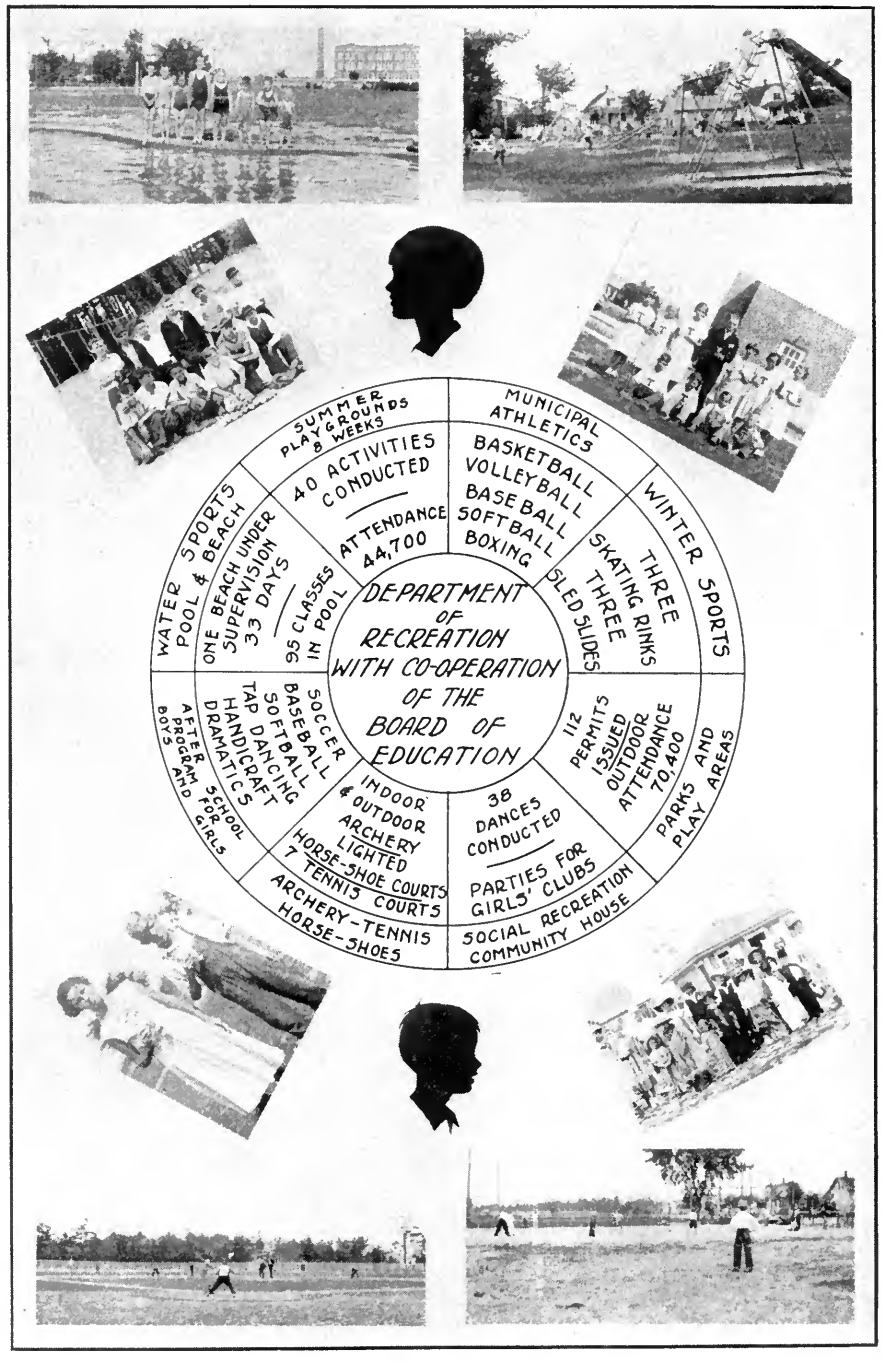
In 1935 horseshoe playing aroused a great deal of interest and eight lighted courts were in operation most of the season. Skating rinks and sled slides were maintained at three playgrounds during the winter, lights being provided for both activities.

Special attention is being given to the needs of girls, after-school activity being provided for girls of grade school age and an evening program for employed girls. Two girls' clubs have been organized as an experiment, one for girls between 12 and 15 and the other for older girls. The girls themselves determine the nature of the program.

At the beautiful community house, the gift of J. E. Hamilton, complete equipment and facilities

(Continued on page 227)

A graphic presentation of some of the recreational activities in Two Rivers



Courtesy Report of City Manager, Two Rivers, Wis.

Nature on the Playground

By ELIZABETH H. PRICE
Santa Clara, California

Many people have the idea that the difficulties in the way of promoting a nature program on the playground are so great as to be insurmountable. Mrs. Price, who has for many years specialized in nature study, exploded this theory at an annual spring training course for playground workers held under the auspices of the Recreation Department of Oakland, California.

IT IS TIME the bugaboo against nature on the playground was laid low. For too long nature study has been wrongly characterized as too difficult for unspecialized leaders, too unappealing to the children and unadapted to city conditions. We rise in its defense!

Nature study does not mean learning names of things in groups of five or ten or twenty. It does not start, stop or proceed on a basis of mere observation of color or form or adaptation. It is primarily the study of living things living, the watching of an insect or plant or bird day by day or hour by hour in its struggle for existence. You can do that, whatever your training. You will find, too, that there is no playground without a spider, a nearby tree or space for a flower pot. And the children are inherently interested in nature, though a seeming lack of enthusiasm is often caused by the strange stigma attached to the word "nature." Call it "adventuring" or nothing at all, and the children will respond eagerly.

The following suggestions will serve as guide posts as you start your nature program. As you proceed new vistas and new activities will occur to you. Do not forget to watch living things live lest you miss a lot of fun and lose out in the lifelong enrichment the nature program stands ready to provide.

Watch Live Things on Your Playground

A spider in a glass fruit jar — Feed it flies and other insects and see how it handles them; watch it spin a web. (Spiders do not devour their victims, they suck their juices.) Let this lead to observing spiders everywhere.

Mosquito life cycle—in water in fruit jar. This is also a lesson in mosquito control, being a warning against leaving stagnant water about.

Stage a. Black eggs in little rafts on surface of water look like tiny flecks of soot.

Stage b. Wrigglers hatch from the eggs, swim by jerking and come to the surface to breathe through the tail end.

Stage c. The tumblers into which wrigglers change also have power of motion (unlike chrysalis of butterfly) and come to the surface to breathe through tubes in the shoulder region.

Stage d. Adult winged mosquito crawls out of the split back of the tumbler uses the discarded skin as a raft while its wings dry, then flies away to hunt a victim whose blood it can suck.

Butterfly life cycle. Start with tiny eggs laid on leaves or—easier to find—newly hatched caterpillars. Put in fruit jar with leaves they have been observed to eat. Clean jar and give fresh leaves daily. If a branch of leaves is placed in a jar of water and the opening blocked with cardboard or cloth, the leaves stay fresh much longer and the caterpillars are free to climb from leaf to leaf. Put the jar in a net-covered box so the caterpillars will not escape should they drop from the leaves. Watch them (*a*) grow by crawling out of their inelastic skins, (*b*) change into a chrysalis or spin a cocoon, (*c*) emerge as an adult butterfly or moth, (*d*) mate and lay eggs. Note that during the cocoon stage the chewing mouth of the caterpillar changes into the sucking mouth of the butterfly and that wings and quite different legs develop.

The humble polliwog. Early in the spring a fruit jar with pond water and water plants and polliwogs which can be watched as they develop legs and absorb their tails will prove interesting. They feed on water plants and bits of lettuce.

Bird feeding table and bath — out of reach of cats. Scatter dry bread crumbs and nail down a piece of clean suet and provide a flowerpot saucer

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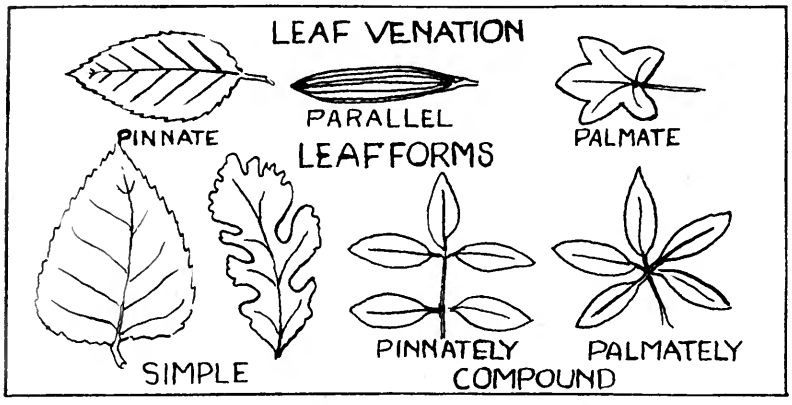

Leaf forms and leaf venation are shown in this diagram

for a bath (shallow and not slippery). Even an English Sparrow is interesting in a close-up. The playgrounds in parks, especially in winter, should have many and interesting guests at their bird tables. Crumbled cornbread proves irresistible bait.

Germination of seeds. Lay some dry lima beans on wet cotton in a saucer of water and watch them swell and sprout and begin to grow as they would in the ground. You can make out the baby plant, consisting of root and tiny leaves, which was wrapped up in the seed coat with two packages of food to serve the tiny plant till it can begin to manufacture its own food. Other lima beans planted in dirt in a flowerpot will carry the story of growth on from here. Watch the packets of food shrivel as the wee plant uses them up.

Become Mineral Conscious

Everything in the world is either animal (milk, silk, butter) or vegetable (tea and coffee, cotton and linen, pepper and sugar) or mineral (water, asbestos, salt) in origin. Have fun thinking up things and putting them in the proper class. Then think of all the minerals you can. What minerals can you find on the people on the playground or in the playground buildings, fences and equipment?

And Always, Flowers

Encourage an occasional or else a constantly changing display of garden flowers in labelled bottles in the playground office. They may kindle new interests.

Flowering weeds in vacant lots or gardens can be worked into a delightful project.

Stress conservation of wild flowers, enjoying them where they grow, without picking.

Exhibit a chart of flower parts and encourage comparison with very simple flowers. Avoid complicated modifications found in many cultivated flowers. In the center of the flower is the pistil which contains the seeds and receives the pollen on its tip. Next around it are the stamens that produce the pollen necessary to fertilize the seeds. These are all that are essential to make a flower. Willows and cat-tails and many other flowers have either the one or the other in a flower and no sepals and petals. Most flowers have petals and sepals, however. The petals are usually bright-colored to attract insects in search of nectar who will transport pollen from one flower to another. The sepals are usually green and form the protective covering of the flower bud. Some flowers have gay-colored sepals (nasturtium). In many lilies (tulip) you can't tell petals from sepals, so together they are called the perianth.

Trees—An Ever Fascinating Study

Trees offer one of the very best of all nature projects for city playgrounds. Even a fully cemeted school yard has a row of street-side trees with more trees in neighboring blocks.

It is interesting to discuss what characteristics determine which trees shall be chosen for street-side planting, such as beauty of form, sun in winter, shade in summer, hardiness in this climate, not demanding excessive watering, not having tendency to get into pipes, neatness, quick growth, resistance to disease and insect pests. When hiking along city streets, you'll have a natural opportunity to bring up this discussion. Fun to see how long a list the children can make of street-side trees in your city.

You can separate trees into classes in several ways as deciduous (Sycamore) or evergreen (Fir); broad-leafed (Olive) or needle (Pine) or scale-leafed (Cypress); native (Buckeye) or imported (Eucalyptus); opposite branching (Maple) or alternate branching (Elm). Notice that nearly all the needle-leafed trees are evergreens but that not all the broad-leafed trees are deciduous. Euca-

lyptus, Magnolia, Acacia, Pepper, Live Oak are broad-leafed and evergreen.

Two kinds of growth occur in a tree. One is the increase in diameter of trunk and branches by a new layer of wood each year on the inside of the bark and the outside of the heartwood. On a sawed-off stump or limb you can tell the age by these annual rings. Exhibit one on the playground and find a stump on a hike. Let the children count rings.

The other is the increase in length of branches and the season's new leaves and blossoms. Every bit of this growth is packed away during the summer in miniature form in buds found in the angle between leaf and twig. Look for them. These buds lie dormant during the winter, protected from the weather by waterproof scales. In the spring the buds swell, the scales drop off leaving scars to mark their position, and out of the bud comes the new year's growth of twig and leaves and blossoms, minute at first but rapidly expanding. Out of one three-quarter inch bud on a maple in my yard came a branch almost three feet long and bearing over a dozen leaves that average fully eight inches in diameter. Could a magician beat that with hat and rabbits? By noting the scale scars that encircle a branch, you can count back each year's growth and tell how old a branch is. Some species are easier to tell than others. Select a simple one before you show the children.

Leaves become a really fascinating study as you come to notice their beauty, their variety in form and color and outline and texture and veining. Ink prints of leaves are fun to make, beautiful to look at, and a perfect approach to the study of leaves. A simple leaf is just a s i n g l e leaf with a single stem even though the margins may be deeply indented. A compound leaf is made up of several leaflets, each with a little stem of its own. In arrangement they may be either pinnately or p a l m a t e l y compound. Veins serve as supporting skeleton and as pipe lines carrying water and mineral salts into the leaves and food manufactured in the leaves back to the branches. Their arrangement is of three types, parallel as in lilies and grasses; and netted, netted being of two types, pinnate and palmate. In palmate veining, all the main veins come from the tip of the stem.

Earlier in the year it is a delightful project to try to catch every tree in the act of blossoming and make a tree-blossom calendar. It is too late for most trees now but keep your eye on the late blooming ones.

It's not too late to notice what each tree produces in the way of seed, whether nut or berry or winged seed or so-called fruit or pod or acorn or what not.

Plant trees in the hearts of your children and in your own as well.

Insect Collections

Encourage the making of insect collections mounted in cigar boxes floored with smooth corrugated cardboard. Cotton partly soaked in gasoline or carbontetrachloride and covered with oiled paper (to protect the insects from the moisture) in a tightly corked bottle is a safe way of killing and should be carried on every hike into the country. Lutz's "Field Book of Insects," published by Putnam gives full directions for spreading and mounting.

A nature room in a New York City school. Make your playground an outdoor nature room!

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Animals

It is very much worth while to help people to discover how interesting is the relation of structure to habit in animals.

For instance, bring onto the playground a gentle dog and cat and show the children how to compare them. Go just as far as you are able but bring out the following facts: Which has more teeth? (dog 42, cat 30). How do they catch their prey? Cat creeps up silently or springs from ambush, catching the victim with its sharp claws. The dog runs its victim down and catches it in its teeth. Notice the difference in shape of heads, the cat's round, the dog's with muzzle extending well out in front as if lengthened by millions of years of reaching after prey. Then for the claws, the dog's are blunt and sturdy to save wear and tear on the foot-pads in running, the cat's are needle-sharp and fine for seizing prey and are protected from being dulled or making a sound by being withdrawn into little pockets in the toes. Listen as each walks across pavement. Does either of them walk flat-footed? No, only on toes and ball of foot—characteristic of all swift runners. Note the five toes on forefeet and four on hind foot of each. Loss of toes is correlated with increase of speed. Hunt for trace of missing hind toe. Compare shape of pupils of eye. Compare texture of fur. Compare disposition and habits and uses.

Devices on a Hike

It is great fun as you walk along with your eyes on the ground to guess from what you see on the ground what is overhead. Don't be discouraged if you don't know the names of all the trees at first. You can get them in time, and the youngsters will have lenty of fun matching what they pick up with the proper tree overhead—and they will be learning to notice things at the same time. A hillside down which things may roll for some distance adds zest to this game.

If all the seeds produced by each plant just dropped to the ground and germinated there, they would be so crowded they would choke each other to death, so most plants have developed some way of getting their seeds carried farther afield. You won't have to wait long on a hike outside town or even across a vacant lot to find a child picking wild oat stickers out of his clothing. That gives you your cue. Hunt for all manner of devices—the coiled hooked seed cases of bur clover, tufted parachutes of dandelions, winged seeds of maple, elm, and box-elder—dozens of them. Less obivous are nuts and acorns carried off and buried by squirrels and jays, and berries eaten by birds who do not digest or otherwise harm the seeds. Even a boy may toss an apple core to the roadside and swell your list of seed-carriers.

See how far away you can recognize trees by their silhouettes. Eucalyptus is very easily told, so are pines; work up till you can tell the harder ones. You'll love this all your life.

Plant oddities

a. Sticky Monkey Flower has the tip of its pistel, the stigma, spread open flat to receive pollen. When touched by pollen or anything else, it closes. You can touch it with a grass stem and watch it close. Children like to do this. Feel the leaves!

b. "Clocks" or Filaree seeds have needle-like attachments which coil round and round in a tight spiral when they are dry. Place a seed on a child's sleeve and watch it wind up.

c. Galls on trees (abundant on some oaks) are abnormal growths caused by the sting of various gall flies when they lay their eggs in the green tissue of a young twig. The eggs hatch and the maggots feed on this soft, juicy tissue which surrounds them. They finally change into sleeping pupae and at last emerge as adult gall flies from the still soft ball which later becomes woody. You can see the holes through which the fall flies have emerged. Cut open fresh, soft ones and find the wriggling maggots or the sleeping pupae. Be on the lookout for galls of different shapes and sizes.

What trees are commonest? Keep a tally on number of individuals of each species you pass. You might vary it and intensify interest by letting each child choose a different kind of tree to record and see which finds the largest number on a hike.

Census of trees on playgrounds
Census of trees in block
Census of trees on a hike

Prepare for this or follow it up (or both) with ink prints of leaves.

Smells and feels are fun and cultivate the habit of noticing. Hunt for plants with strong odor, as Bay and Eucalyptus leaves, various mints, Wild Onion, etc. On another hike see how many different feels you can encounter—velvety, sticky, rough, smooth, prickly, waxy, hairy, slippery, and a score of others.

Be ever on the lookout for any device which will cultivate the habit of *noticing* the wealth of interest with which we are surrounded.

Puppetry in a New Age

By GRACE WILDER
Senior Project Supervisor
Educational and Social Puppetry
New York City

PUPPETRY began amid the roots of the human race. Few authorities agree as to which land saw its origin and used it as a medium of spontaneous expression. The people used puppetry in their play, in their religion and in their portrayal of great heroes and courageous deeds, as well as memorials to the epochal events of tribal history. It was the expression of the people, and in the beginning there was no idea of using puppetry as a dramatic production for entertainment.

As centuries and ages passed, puppetry grew from the simple performance of a people at play to become the property of the most important class—the priesthood. The dawn of recorded history reveals puppetry as the artistic medium for the portrayal of the myths of the gods by their priests. On through the centuries it grew until it became a highly sophisticated form of entertainment, subtle and whimsical on one hand, sheer buffoonery on the other. Thus the art of the many was gradually focused into specialized channels until in Europe and Asia up to the present day puppetry has become a highly individualized art, a possession of the few.

Families have passed the art down from father to son through generations by word of mouth. Few plays have been written, little music recorded for it, yet the artistry of the puppet's master has gone on.

Guarded through many centuries, the art of the puppet has reached our generation. Today it lives in a world made over by machine civilization. Facile, mobile and adaptable, the puppet is extending its range of influence as it did in ancient days. While masters of the art will continue to enthrall us with their skill, the growing leisure, crying out for opportunities for the creative expression which puppetry and other art forms make possible, is making puppetry a democratic art, revealing the stream of life flowing on through the fingers, some hesitant, some skilled, of the mass of the people.

The U.S. Works Progress Administration for New York City is carrying on a puppetry project interest which has spread to organizations and groups of such diverse types as to present a most convincing demonstration of the universal appeal of this ancient and fascinating art. Miss Wilder gives us here something of the historical background of puppetry and points out the educational and other values involved.

A Puppet Project Is Established in New York

Through the recreational projects of the WPA, recreational activities and dramatic entertainment have been brought to children in settlements and community centers of New York City. By the thousands they have been enabled to see both marionette and puppet shows. In parks and on playgrounds, in settlements and community centers they have laughed and applauded and have taken the puppets to their hearts!

While watching a production brought much joy to the children, it very soon became apparent that this was not enough. More and more they demanded the opportunity to share in the creation of the production. And this they eventually did through the establishment of the educational puppet project within the recreation unit of the WPA.

Centers were established where children from the age of six to sixteen met. Competent teachers were assigned to guide them and their craftsmanship from the modeling of the heads, the construction of the bodies and the dressing of the figures to the writing of the play and staging of the show. The rapid growth of interest in educational puppetry gripped the imagination of the leaders. With their cooperation puppetry developed until there are now fifty-one centers with a weekly attendance of 13,000 children from public schools, settlement houses, community centers and churches. Each spring a tournament is held and each group presents the results of its play for others to enjoy. Companies are managed and trouped by the children themselves. The puppet teacher acts only as a guide and counselor for each troup,

teaching the principle that it is not what the groups do with the medium but what the medium does for the group that counts.

At first, shops were formed in basements, any available space being utilized, but now puppet companies have attained the respect demanded by the troupers and many complete shops with fully equipped theaters are part and parcel of a community's activity. The project uses as its focal point the puppet center at 78 Fifth Avenue where adults may go and learn the fundamental principles of construction of marionettes and puppets either for vocational or avocational use. There is no charge except for materials. No pretense is made by the center to establish a set form of construction. The construction of a puppet and a marionette and the basic fundamentals for a production are taught. There is no set time nor set grade for the completion of each student's work. This is entirely a matter of the adaptability and capacity of the individual student. This center in the main has become a huge laboratory of experiment and research contributed by the community itself.

"Docility is the great asset of the puppet. He is content to obey a command. Through his virtues of obedience and silence, he leaves to his creators the power to express themselves through him. He carries them beyond reality. He is an inexhaustible mine of gaiety and caprice. He is Pan, who never grows old."

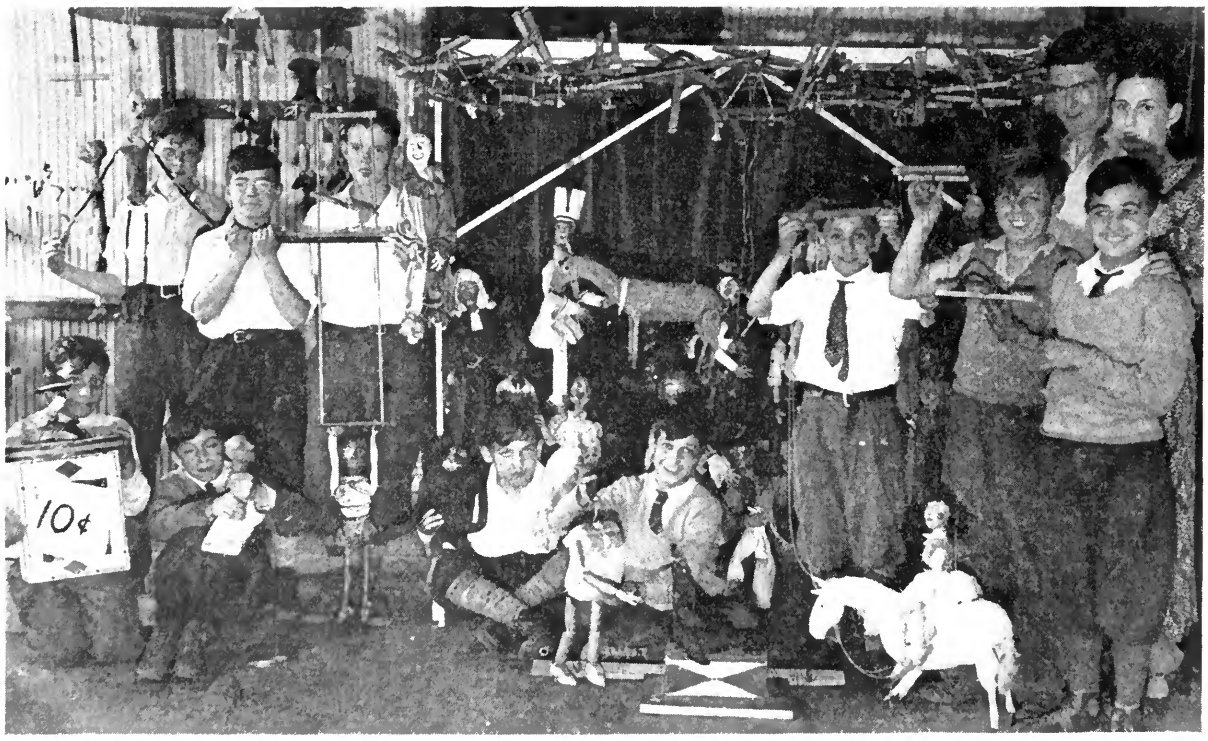
This winter, with the cooperation of the Board of Education, puppetry was used as another medium of activity in not a few public schools in New York City. After careful research, courses to be used in the elementary grades were allied in an adapted form of puppetry with the syllabus of the Board of Education itself. Through this medium the children are taught by a visual record, factual, academic, the knowledge embracing geography, history, science, English, composition and group production activity.

An interesting unit of the puppet project has been established in the psychopathic ward at Bellevue Hospital. Directed by the doctors themselves, this research unit gives productions made by the child and aids through the medium of puppetry the work of the psychopathic staff.

To stimulate an interest in the art of puppetry and to aid the community in visualizing all its phases and its novel interpretations, the project has established a puppet exhibit which is touring the city.

(Continued on page 227)

A group of puppet troupers from the Navy Yard Boys Club, Brooklyn, N. Y.



MacMurray College Library

That Magic Corner in the Playground!

The children will tell you that a play program is incomplete without story-telling and story-playing. So plan your magic corner!

By

ANNE MAJETTE MAJOR
Recreation Commission
Westchester County, New York

NOT SINCE the days of the minstrels has story-telling held so honored a place as it holds today. In the home, on the playground, in church and school, in the library, wherever children foregather, the story has again come to be regarded as a mighty force. By its skillful use we can create moods and call into play every response we desire to arouse.

It is interesting to know that the Bureau of Education of the City of Shanghai, China, which views with disapproval the tendency of modern Chinese to patronize such Western innovations as dog-racing, all-night cabarets and sensational American motion pictures, has recently sponsored story-telling contests, and in some cases subsidizes professional Chinese story-tellers. The wisdom of the Orient! But we are making our beginnings here toward a real revival of this age-old art. In Westchester County, through the Westchester Story League and through the Westchester Recreation Commission, much of the ground work has been laid during the past five years. We look to recreational groups to build still further upon it.

But how and where to begin! I have dwelt thus at length on the subject generally for I have felt that perhaps the first step along our journey must be a realization that at least we are on the right road, that the story hour is indeed a priceless possession to anyone whose work is with children. I hope that some of you have looked into the faces of children as you have told them some interesting tale. If you have, the first step has been taken!

The Magic Corner

Of course it isn't a "Magic Corner" at all when you first find it; it is just the most beautiful, most comfortable, most far-away-from things place on your playground. It is the stories and plays that happen there after you've found it that make it magic, but it begins to be different the minute all of you begin getting it ready for these things. Even the older boys who do not believe in magic any more, unless it's black magic, begin to build a simple, strong stage for your plays, and perhaps a nice, low bench for the special use of the story-teller so that she can be very near to her listeners and look straight into their eyes. And, if there is a stage on which to present plays, and a bench for the story-teller, lots of other things may be provided such as oil-cloth cushions filled with excelsior (they make such grand "reserved seats") and a tiny table for a glass of water or a book or even maybe a hand-made vase of very special wild flowers just seem to come from somewhere! And because so many hands have helped to make this a "different" place, almost anything can happen here, if you are wise enough to let it!

Of course I know that some of you have told stories to a lot of people; some of you may have told them to just a few, and some of you may never have even tried. But I do believe that if you'll just want to enough and do the thing in your own way, you can have some kind of a story hour of your own. It may not meet all the requirements of the experts, but if it brings you closer to your group, if the children enjoy your tales, though they may be yarns of your own youthful days and have nothing to do with the classics; if they share some of their own experiences with you, if for a little while they become Robin Hoods and Cinderellas, it is all worth while for them and for you.

Will not baseball take on a new glory if you sit with the boys under the shade of a tree one

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day, while it is still too hot to begin the game, and tell them a bit about how the game first began and where, about the boyhood days of some of the men who have made it the great American game? You might even find out some interesting things about the game which will give it a new meaning for you. Or, if the girls are making baskets, would not a timely story of how instinct taught the birds — the first and greatest basket-makers — to weave into cozy nests the materials which nature gave them, lend importance and interest to the task at hand? If we are not too lazy, we can do these things for the young people with whom we work, and if we do them, the corner becomes magic.

It is gratifying that recreation leaders are understanding more and more the importance of some quiet times on the playgrounds. And certainly story-telling and dramatization must play a vital part in these times. This part may be anything from a half-hour of well selected jokes and riddles to a formal story hour or a costumed play. The important thing is to make the part, whatever it is, vital. Others will help you. The children will certainly respond in kind, and always there are to be found talented, generous people who will gladly come to your playground for a story hour or to direct a simple play. But the importance of these things and the need for them you must yourself see first of all.

A Few Hints to the Story-teller

Practically, I have had the happiest times in story-telling when the children are about the same age—three to six, six to nine, nine to twelve. This kind of division tends to keep the group small and intimate, always a boon to the story-teller, and offers the opportunity to select the right stories for that age level. For the most part I think the story-telling and story-playing should be used for the children up to nine years of age. Many children are eager to "act out" all the old, familiar stories like "Sleeping Beauty" or "Jack and the Bean-Stalk," but these same children would not especially care simply to hear so familiar a story. So I would suggest a new story or two, and then give them the floor by letting them act out some of the old stories, after you have recalled with them all the high spots and thus helped them with dramatic values and continuity. The more one works with children, talks over the story with them, starts their imaginations filling in the scenes, background and action, the better the results not only in dramatizing but in the appreciation of good stories, because this method makes stories live.

I have spoken long for story-telling and story-playing, but this does not mean that I do not believe there is a place for the rather more formal production of well selected plays, especially for the older boys and girls. By all means, if your group wants to put on a play, it is well for you to go along with them. But please do keep in mind that playground drama must be recreation, that if you get too interested in the finished production you are apt to lose the very thing which makes this activity valuable as recreation. And, again, it may be well to find a volunteer who is just longing to produce a play, and who will not mind the infinite detail required to produce even the simplest play worthy of the stage in our "Magic Corner."

Mary G. Davis of the New York Public Library points out that the great source of material for story-tellers lies in folk lore, and this is particularly true for beginners. Folk stories cannot be really hurt, no matter how crudely they are told. They are always simple, clear, dramatic and logical, and are not dependent for their holding quality upon the use of words but upon action and character. When well translated they are told in the fewest possible words. The story-teller cannot subtract from them and it is a great mistake to try to add to them.

In addition to the simple objective folk tale there is the myth or legend which has the element of subjective things as well as people and animals. Beyond them are the epic or hero stories which are more difficult to tell because they require a much wider knowledge and background. One of the wisest things a story-teller can do is to learn to tell at least one epic story. As long as he lives it will make a background for stories from that country.

The second group in story literature, states Miss Davis, is that of fanciful tales or imaginative stories, such as the "Just So" stories. These must be told in the words of the author and are therefore more difficult.

"What is a story? It can be several things. A good story is a work of art, carries a message of beauty and contributes joy to make our lives richer and fuller. Lastly it is a means of entertainment, and a magnificent one, too. Let us always remember that a good story, well told, gives pleasure first, and then instruction." — From *Program Helps,* Agricultural Extension Service, Ohio State University.

The "Boyolympics" and All Nations Festival

By RALPH BORRELLI
Director
Poinsettia Playground
Los Angeles, California

By Dr. R. Tait McKenzie
Courtesy The Journal of Health and Physical Education

TO BRING to a grand conclusion its summer activities and to call attention to its new fall and winter program, the Poinsettia Playground, of Hollywood, operated by the Los Angeles Playground and Recreation Department, annually stages its "Boyolympics" and "All Nations Festival." This novel event had its conception in 1932, the year the Tenth Olympic Games were being staged in Los Angeles. Planned originally as a boys' program, the Boyolympics has been expanded and a few features added, until now every one of the forty children's and adults' groups meeting on the playground participate in this unusual community-wide feature.

How It Started

When thousands of the world's outstanding athletes were gathered in Los Angeles in 1932 to take part in almost every branch of sport, hero worship and the desire to emulate the great athletes were uppermost in the minds of the youth of the city. Embryonic Olympic performers were to be seen everywhere attempting to duplicate the feats of their favorite heroes. "Coliseums" blossomed forth in alleys, streets, backyard and empty lots. On the basis of this widespread interest in the Olympic Games, was conceived the idea of the Boyolympics, and a program was planned patterned after the great world sports event.

The miniature games for boys were initiated at Pionsettia Playground on the last three days of the summer school vacation. Immediately they attracted considerable interest among the boys, and, surprisingly enough, a large number of adult spectators as well. Boys were entered to represent the country of their ancestry. They launched the Boyolympics with a parade of all contestants led by their national colors. An introductory address was given to the athletes by a prominent sports writer. The Olympic Oath was taken by a boy, so honored for his good behavior and athletic accomplishments during that summer on the playground.

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The opening ceremonies were followed by the first day's events which included track and field, hand-wrestling and "rooster fights" (substituted for the wrestling and boxing), softball and basketball games with neighboring playground teams. On the second day bicycle events were scheduled, followed by box hockey, and apparatus competition on the rings and on the horizontal and parallel bars. Shinney hockey, a game which proved popular on the playground during the summer, was demonstrated by teams of younger boys. The third and final day featured walking and relay races and a miniature aircraft meet.

A six-oar rowing event, held late in the afternoon, was one of the most exciting high lights of the games. The fact that it took place on the green lawn did not dampen the enthusiasm of the curious crowd which gathered to witness the race. Four teams lined up for the start. Each crew of six boys then sat on the lawn as in a rowing shell, but packed more closely together. Each oarsman leaned forward with arms outstretched and grasped one of the long poles which were at the sides of each crew. Touching his head to the back of the teammate in front of him, he leaned back, swinging the pole until his head touched the chest of the boy seated in back of him. Backward and forward they rowed, and the team which first finished completing the rowing motion twenty-five times was declared the winner.

Climaxing the three days of sports, a stunt night featured dancing and singing numbers in the auditorium of the playground's clubhouse. At that time all event winners were presented with ribbon awards, and members of the team representing the winning nation received certificates of commendation. The opportunity was also taken to distribute mimeographed copies of the fall and winter program at the playground.

The results of the first Boyolympics in interest and participation far exceeded expectations. More than 300 boys representing 18 different nationalities participated. So close were the scores throughout the games that the bulletin board was constantly checked and rechecked by the boys in determining the standings of their respective nations. Newspapers did much in stimulating interest, printing pictures and results of the daily activities.

The All Nations Festival Develops

So successful were the games the first year that the girls of the playground felt that they, too, should be given a chance to be included in the fun. Consequently plans were made to enroll them in the next year's program. In this way the All Nations Festival idea was developed and added to the Boyolympics.

In presenting the festival a stage was constructed over a water-filled wading pool festooned with colored flags and light. On this the girls depicted the folk dances of many nations. In their picturesque costumes they lent an international flavor and offered an impressive background to the opening ceremonies of the Boyolympics, which followed. The orchestra presented a concert featuring numbers typical to the various states of the union. Exhibits from the stamp, handicraft, woodcarving and other hobby clubs were displayed during the first festival.

Eventually all the other clubs of the playground entered into the program. The Choralcrafters, a chorus of sixty voices, took part in the musical entertainment. The women's tap-dancing and gymnasium classes gave demonstrations of their skill. The volley ball clubs, both men and women, scheduled games with other playground teams. Thus every group gradually came into the picture until the festival became truly a community-wide enterprise.

The attendance for the program each year is now 2400, of which over a fourth, or 700, are participants. This high percentage of participants in relation to spectators compares very favorably with attendance at other types of programs planned as special events to close the summer season at playgrounds. The gradual development of the program, moreover, has reduced the amount

Have you decided what the closing event of your playground season is to be this year? Are you planning for a circus? A festival? Or are you looking for something more "novel"? Since this is the year of the Olympic Games the suggestions offered in this article may appeal to you as timely.

of work on the director's part. As each group came into the festival its members developed an appreciation of the nature of the program and now have quite definite ideas of what they are expected to do. The groups coming in also served to stimulate additional interest on the part of those who already had taken part.

This being the year of the Eleventh Olympiade, interest in the miniature games is already mounting. Plans this season will be similar to those of the past four years. At Poinsettia Playground, however, two new features will be added. One is the Olympic Torch, which will be a huge candle especially made by a noted candle-maker located in the historic Spanish quarters of Los Angeles; the other is an addition to the Boyolympics in the form of roller skating events. These two additions, it is expected, will do much to increase interest not only for those taking part, but for many thousands of others in the community which the playground serves.

A Typical Three-Day Program

First Day

1:00 P.M.—Parade of the flags and contestants of Boyolympics

1:20 P.M.—Boyolympic track and field events

(All boys compete for the country of their ancestry on their fathers' side. Points to be awarded for first five places as follows: First, 10 points; second, 7 points; third, 5 points; fourth, 3 points; fifth, 1 point. Country scoring highest number of points to be declared winner of the Games. Event winners to receive ribbon awards. Boys to be classified in three divisions:

Juniors, 12 years and under; Intermediates, 16 years and under; Senior 17 years and over. Members of team representing winning country to receive certificates of commendation.)

Juniors	*Intermediates*
standing broad jump	fall put
call put	high jump
high jump	hop-step-jump

Seniors

shot put
high jump
running broad jump

2:30 P.M.—Men's horseshoe meet, Poinsettia vs. Harvard Playground

3:30 P.M.—Softball game, Poinsettia vs. Mayberry Playground, intermediates

5:00 P.M.—Apparatus meet, junior division rings, parallel and horizontal bars

Official Opening Ceremonies, Boyolympics and All Nations Festival.

7:45 P.M.—Dance festival, girls' dancing classes

8:15 P.M.—Opening address, Mr. George Hjelte, Superintendent of Recreation

8:30 P.M.—Taking of Olympic Oath, outstanding boy in athletics of the preceding summer season

8:40 P.M.—Musical program, Poinsettia orchestra and the Choralcrafters, a chorus of 60 voices

8:00 P.M. to 9:30 P.M.—Crafts exhibit in the music room of the clubhouse, open to public during the three-day festival.

Second Day

1:00 P.M.—Bicycle events, all divisions—75-yard dash, 25-yard slow race, junior ¼ mile, intermediate ½ mile, seniors 1 mile, plank riding, all divisions

3:00 P.M.—Miniature aircraft meet

3:30 P.M.—Rooster fights and hand wrestling, all divisions

4:00 P.M.—Box hockey, all divisions

5:00 P.M.—Basketball game, Mayberry vs. Poinsettia Playground

7:15 P.M.—Women's tap dancing and gymnasium class demonstrations

8:45 P.M.—Women's volley ball game, Poinsettia vs. Highland Park Playground

Third Day

1:30 P.M.—Track and field events

Juniors	*Intermediates*
50-yard dash	75-yard dash
100-meter walking race	220-yard walking race

Seniors

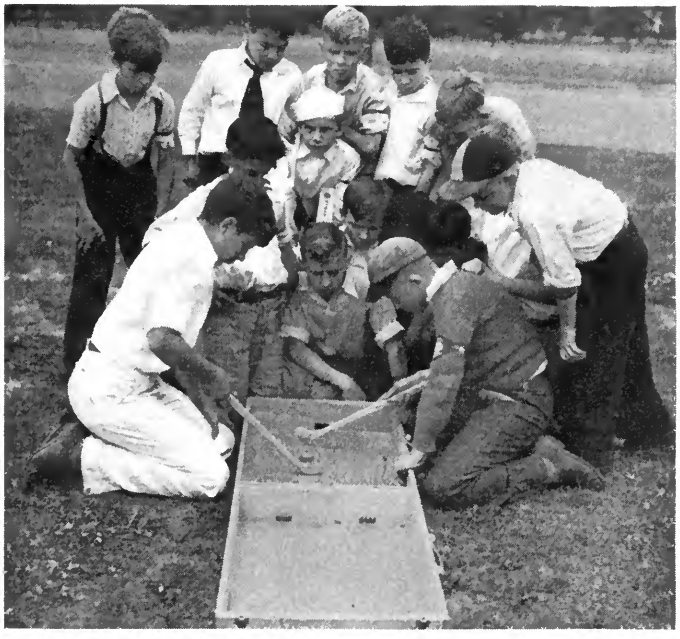
75-yard dash
240-yard walking race
Relay 3-man team, one boy of each division

(Continued on page 228)

A New Deal for Boys and Girls

Not a Christmas Story, although it might well be one

By C. E. BREWER
Commissioner of Recreation
Detroit, Michigan



IN A BIG CITY like Detroit, Michigan, where boys and girls must live among the traffic and congestion hazards, the problem of where to play during the hot summer vacation days becomes a vital one. In these districts, near the heart of the city, a few scattering vacant lots, the streets and alleys serve as the only playgrounds. Here the ominous tide of traffic creates an everpresent threat to the little fellow whose heart and soul is in the game.

But things were different for some six hundred fortunate girls and boys in Detroit last summer because six Kiwanis Clubs recognized their plight and decided to do something about it.

How this all came about is very interesting. On Christmas eve of 1934, Mr. Joe Prance, along with a score of other Kiwanians, volunteered to deliver personally some Christmas baskets for the Salvation Army. Mr. Prance's territory was down on the West side of the Mile Circle, where congestion is at its worst. There were many little boys and girls on his Christmas list. He became very much interested in them and went back to visit them many times.

One day Mr. Prance saw a little fellow throw a stone at a big grey truck that had just run over his home-made scooter which he had left in the middle of his only playground—a busy alley. He took the cause of these little children to his fellow Kiwanians who are noted for their interest in the under-privileged, and the following plan was devised and carried out.

Six hundred children were selected. They were divided into three groups. Once a week for seven weeks the same group of approximately two hundred was taken to one of the most beautiful playgrounds in the country—Detroit's Belle Isle. Arrangements were made with the Department of Street Railways for a sufficient number of coaches to carry the children to and from the island. Each Monday, Tuesday and Wednesday morning at eight o'clock, at designated localities, the children boarded the coaches. They were returned to the same places by five o'clock. Police officers were on hand to supervise the loading and help the little ones cross the busy streets in safety.

Wishing to have their young guests play games and engage in such activities that impart lessons in good sportsmanship, honesty and individual responsibility, the Kiwanians came to the Department of Recreation. With the assistance of the SERA, the Department was enabled to furnish two playground directors. They were assisted and supervised by the Department's director of Social Recreation.

But how was the selection made from the countless numbers of under-privileged little folk who should be taken to the summer stay-at-home camp, one may well ask? Community fund officials, working in conjunction with officials of public and parochial schools in the district, did the choosing.

Each child was presented with an identification card and a tag—a bright red one. The tag was

(Continued on page 228)

Clubs in the Playground Program

By JOSEPHINE BLACKSTOCK
Director of Playgrounds
Oak Park, Illinois

THE OLD SAYING that when a horse moves out of a barn a Little Theater immediately moves in, might well be paraphrased, as far as the Oak Park playgrounds are concerned, as "whenever a table or a chair moves out a club moves in!" Practically every one of our activities is now built about a club, and the request for this organization usually comes from the children, a fact that makes the activity doubly desirable and important. The clubs include athletics, dramatics, play-writing and story-telling, art, swimming, handcraft, dances, nature study and junior police.

Attempting to analyze the interest in the organizations and their value to the children, we have come to the following conclusions:

(1) The appeal of clubs lies in the fact that solidarity lends strength and importance to an activity. Children suffer from a sense of individual inadequacy; they like and need assurance and a feeling of permanence.

(2) Clubs feed the social instinct, the natural desire to learn social usages.

(3) They encourage a sense of responsibility and self-esteem, through the performance of the duties of officers.

(4) They lay the foundation of a knowledge of parliamentary procedure which later will be necessary in high school and college activities, as well as in adult organizations and they are one of the best means of teaching children to express a statement clearly and forcibly.

(5) From the point of view of value to the recreation system, clubs emphasize the activity, help to establish playground objectives, develop initiative, self-control, cooperation, and friendliness, help to solve playground problems and provide a useful means of publicity.

For many years we had a presidents' council, designed to serve as a clearing-house for all playground activities. Its membership was made up of the president of every club and one delegate.

Its members discussed major problems of the playgrounds and promoted inter-club programs. The group met once a month. Once a year the united clubs gave a banquet and dance. On account of the curtailed staff made necessary by financial conditions, the council has been abandoned for some time. However, we hope shortly to reorganize it, since it has proved of definite value to the playgrounds. It was remarkable how seriously the delegates took their duties, how well the different age groups mixed, and how various were the activities suggested and planned.

" 'Spot' natural leaders during the first week of playground activity. Start organization of a club informally, preferably through participation in some activity such as a hike. Let the members select a name which appeals to their imagination. The constitution and by-laws should be simple and preferably written by the children themselves. Encourage them to be real playground leaders." — From *Summer Playground Manual*, York, Pa., Department of Recreation.

Things We Have Learned

It is interesting to note that the one activity every club wanted was to eat together, a fact that emphasizes the statement Howard Braucher has made that eating is the oldest of recreational activities. Rather significantly the chief interest of the children was in the friends they made, the means of self-expression they found rather than any sense of importance or of imposing their wills on others in their rôles as officers.

We feel that especially among the boys of teen age our best club work has been done. There seems to be what amounts almost to an anxiety among most boys to learn the fundamentals of parliamentary procedure. There is, too, an instinctive sence of fairness that they feel and know comes only from subjects discussed and officers selected through parliamentary rules. In this connection, the flair for fairness and fitness that most children possess is noticeable in their selection of officers. Their candidates must stand on their own merit or they just don't register!

We have found that to insure a healthy existence every club must have a definite program of activities; that its officers must function and that the club must proceed under parliamentary law. All clubs have the supervision of a play director who serves in the capacity of advisor. The directors see to it that every member of a club has been used by the end of the season in one capacity or another. This year, in organizing the boys' athletic clubs, we have tried an experiment in having men in the neighborhood serve in an advisory capacity as club directors. As a means of encouraging the cooperation of adults the idea has been especially valuable. In one case this has resulted in our securing the awards for the entire summer program from a neighbor who became interested in the boys' work.

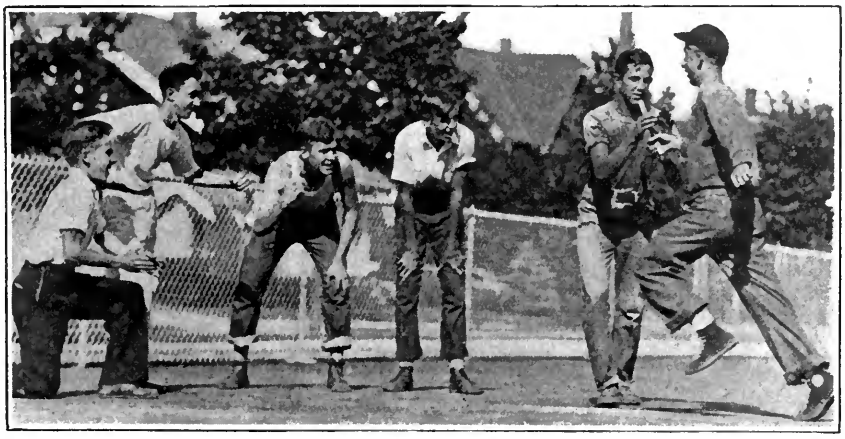
Perhaps the one best thing the clubs have achieved is a feeling of unity, of working together cooperatively on a rounded program. Two years ago, for example, we organized an adult club in story and play-writing. This club has fed the other activities, providing material for amateur nights, festivals and similar events. The group has in this way come to take a sympathetic interest in the activities of the children. Along this same line, the adult art clubs have designed and made scenery and helped plan costumes for some of the children's plays.

Today on the playgrounds, we seldom suggest a new activity but some boy or girl pipes up hopefully with the remark, "Can we make a club out of it?" Well, we Americans have been accused of being a nation of joiners. Perhaps, in the case of some adult club members, the term "accusation" may fairly be used — self-aggrandizement and material gain are so often their objectives; but in the case of children's organizations this does not hold true. They join a club because they feel an instinctive need of learning how to mix with others; of trying out their fledgling abilities; of measuring their capacities against those of others; of gaining friends and of learning poise and self-expression.

Aptly enough, since we are writing of recreational matters, the dictionary defines one meaning of "club" as a baseball bat, a stick for playing golf, or one of a suit of playing cards. Our playgrounds *are* baseball bats and golf sticks and card playing or game "clubs," but they are much more. They are made up of groups banded together for a common purpose—to learn the real meaning of *playing together*.

"The very nature of youth demands adventure, the opportunity to be active, the chance to create and discover, the challenge of a career, the promise of achievement, the right to be identified with a cause, and a reasonable hope to give reality to high ideals."—*Thomas H. Nelson* in "Planning the Future with Youth."

Boys' Meets in Milwaukee



A Round-the-Bases relay is a very thrilling event for participants and onlookers alike!

THE MILWAUKEE, Wisconsin, Department of Municipal Recreation and Adult Education conducts sixty-five organized playgrounds and a municipal athletic program in twenty-one sports. The department conducts many meets for boys as a part of its athletic program, among them mass meets and stunt meets.

Mass Meets

Events

In the mass meets the following events are used:

Round-the-Bases Relay. Use the regulation softball diamond (45 feet bases). Six contestants line up in single file, the lead-off man taking his position in the right-hander's batting box. At a signal, he makes the circuit of the bases, touching each base, and hands a baton to the second member of his team as he passes him at home plate. After the start of the lead-off man, the second runner takes his position in the right-hander's batting box, receives the baton, circles the bases and so on through until six runners have completed the circuit.

If a runner fails to touch a base (home base excepted), the referee shall immediately indicate this omission by blowing his whistle. Runners guilty of this violation must immediately return and touch the "missed" base before completing the circuit. The baton must be handed to the following runner as the previous runner passes in front of him.

The contest will be decided by time. The watches will snap the "time" when the foot of the sixth runner strikes the home plate.

Basketball Throw Backward Overhead. Use a two inch take-off line. The contestant must stand behind this line with his back toward the direction of the throw. The ball is grasped with both hands, swung down between the legs and cast overhead on the rise. The ball must be delivered from a standing position, no step or hop being permitted previous to the final swing. Any part of the body on or across the take-off line constitutes a foul. Each contestant shall be allowed three trials.

Standing Broad Jump. The edge of the jumping pit may be used for the take-off. The contestant places both feet on the take-off board (toes may extend over edge of pit) and leaps forward into the pit for distance. The distance shall be measured from the edge of the pit to the nearest impression made in the sand by any part of the body. Each contestant will be allowed three trials. If the jumping pit is not used, a two inch take-off line may be substituted.

Stick the Peg. Holding the peg in either hand, hop off either leg landing on the same leg; no step or steps are allowed previous to this take-off. Then reach forward and stick the peg in the sand mound as far from the body as possible. Any part of the body touching the ground, except the foot on which the contestant is standing, constitutes a foul. Moreover any attempt in which the contestant attains balance at any point beyond that at which he first made contact with the ground (slide excepted) will be considered a foul. Three successive fouls constitute a trial. Each contestant will be allowed three trials.

Rules and Regulations

Membership on the mass athletic team is restricted to school boys attending school five days a

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week who have passed their twelfth birthday by July 1st and who have not reached their seventeenth birthday by that date. Proof of age must be given by each member of the team to the play leader by submitting a birth certificate or a baptismal record or a sworn statement by the parent signed by a notary public.

Each director shall present an eligibility sheet on which shall be listed the names, ages and addresses of all contestants representing his playground. This sheet shall be given to the person in charge of the meet.

Contestants may be entered and may compete in all of the four events or may be entered and compete in only one event. A boy may be a member of only one mass athletic team. Six boys from each playground should compete in each event. This is a mass meet and it is desirable to have as many different teams of six as possible from each playground.

In scoring the records of all contestants of a playground team in each event are added to obtain the playground score. A playground having six entries in an event will make a larger total than one entering only four men.

The best performance in a playground team in each event will be regarded as 100 per cent; the other playgrounds will be rated on a percentage based upon this highest record. The total score for each team for the meet will be obtained by adding the number of per cent made in each of the four events. The team with the highest total is the meet winner. The winning playground of the different sectional meets will compete in an all-city mass athletic meet to decide the city championship.

Stunt Meets

Events

Some of the events of the stunt meets are identical with those of the mass meets. These include stick the peg and backward overhead medicine ball throw which is similar to basketball throw. Other events include the following:

Forward Basketball Throw. Use a two inch take-off line. The contestant must stand behind this line facing the direction of the throw. The ball is grasped with both hands and swung overhead and then thrown forward with both hands for distance. Contestant may not take more than one step or hop in making the throw. A part turn of the body may not be used in making the throw. Any part of the body on or across the take-off line constitutes a foul. Each contestant shall be allowed three trials.

Jump the Shot. Draw two concentric circles (using two inch chalk lines) with a six foot distance between them. The man designated as the "spinner of the shot" is given a light rope about 15 feet in length with an old rubber or slipper ("shot") attached to one end. The "spinner" takes his position in the center of the circle. At a signal he swings the rope around close to the ground so that the players have to jump it. Players must remain within the six foot area at all times. A player who steps on or outside of the white chalk shall be disqualified. Likewise a player who fails to jump over, or is struck by the shot or the rope, is disqualified. Disqualification is elimination, and the game continues until only one player remains in the game.

Base Running. Each runner shall start from the left side of "Home Plate" (right hander's batting position) and make the circuit of the bases of a regulation softball diamond (45 foot base lines). Failure to touch a base or home plate at the end of the run constitutes a foul and a trial. Runners will not be permitted to use a sprint start or to make any position in which the hands touch the ground. The runner circling the bases legally in the shortest time shall be declared the winner. Each contestant shall have two trials.

Ten Trips. Mark off a 45 foot distance using chalk lines two inches wide and about six feet long. Place another chalk line of similar dimensions half way between the end lines. Players may be designated as Number 1, 2 and 3. Number 1 and 3 take their positions behind the end lines; Number 2 takes his position behind the center line facing Number 1. Give Number 2 the ball. At the signal "go," a 12 inch playground ball is to be thrown as follows:

No. 2 to No. 1; No. 1 to No. 3; No. 3 to No. 1; No. 1 to No. 2.

This constitutes one trip. Ten trips are required. Players must keep one foot behind the line when throwing. Stepping over the line with both feet constitutes a foul. A team will be given two chances to complete ten trips. However, if ten trips are completed in the first trial, no second one will be given. Teams failing to complete ten trips in two trials will be disqualified.

(Continued on page 228)

Necatos—
Recreation's Latest Innovation

By BERNARD S. MASON
Editor
The Camping Magazine

THE ANNOUNCEMENT of a new game is an occasion of importance to recreational leaders everywhere, for games are the leaders' stock in trade. And when that new game steps forth full-grown and abounding with lusty life in the very year of its conception, it is proof sufficient that the game possesses something that people want.

Such is the situation in regard to *Necatos,* a brand new wrinkle in the recreational fabric, yet one that a few months after its appearance has captured the fancy of the playing public hither and yon across this broad land. We see it on play fields, school campuses, and in summer camps; in gymnasiums, athletic clubs, handball courts, and on tennis courts; at golf clubs, country clubs, summer resorts and on private lawns. And on the high seas, too, for Necatos somehow seems to fit the shipboard picture and graces the decks of luxurious ocean liners.

Necatos is really not a game in itself but a way of playing a number of games with which the public is already familiar. Yet so different do these games appear when played the Necatos way that they seem like entirely new activities.

Necatos consists of catching and throwing a tennis ball with a cup-like device made of aluminum which is held in the hand. It is eight inches long with a wooden handle at the bottom which serves as an extension of the cup. The opening is four and one-half inches wide (about the size of a person's hand when it is cupped to catch a ball), and tapers down to a diameter of two inches near the bottom.

The unique feature of the cup is the *thumb control of the ball*: Near the bottom there is a rectangular hole through which the thumb is inserted. By pressing the thumb inward as the ball enters the cup, the ball is easily captured and prevented from bouncing out—the thumb presses it against the side and bottom of the cup. Similarly, in throwing the ball with the cup, the thumb pressure is released at the proper moment and the ball is sent forth. And do not think that it cannot be hurled with great speed and accuracy!

The movements used in controlling the ball with the thumb are all natural ones and can be very easily acquired. One finds himself manipulating the thumb properly the first time or two he catches the ball. Skill is required, however, in catching balls from all angles in the cup, but no game would be worth the playing if it did not call for skill.

That is all there is to the Necatos idea. It is simple indeed in its plan, yet somehow it works—and it fascinates. There is a peculiar intrigue in catching a fast zipping ball in the small opening of the cup.

Many Games Are Possible

Many in number are the games and contests that are played with Necatos — some forty are recorded in the booklet of Necatos games which will soon be off the press. Some of these are designed for the playground and lawn, others are better adapted to the gymnasium and the closed courts. Of greatest interest among the Necatos games is Necatos Handball, played either on a four-wall or one-wall court. The game follows in general all the rules of handball except that the ball is caught and thrown with the cup instead of being batted with the hand. The ball may be played either on the fly, first bounce, or second bounce. A tennis ball is used instead of the usual handball. Seasoned handballers are reacting favorably to this new type of court game, enjoying it as a variation from the constant playing of handball. It is as a handball type of game for women, however, that the game is gaining its greatest favor. Physical directors for women have received it with wide-open arms because it gives to women a type of game that heretofore has been closed to them. Women's hands are too small to

(Continued on page 229)

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The Bronx Day Camp

The day camp conducted last summer for the second year by Bronx House of New York City was an example of a project made possible by the cooperation of a number of agencies. The facts presented here have been taken from the report submitted by Morris B. Kronenfeld, camp director.

IN PLANNING for the second season of the Bronx House Day Camp in New York City the first step was to secure a camp site. Through the courtesy of the Park Department, Claremont Park again became the official headquarters. As there were no facilities for an indoor program in the park, the facilities of the Bronx House Play School were used on rainy days. The Edenwald School for Boys, an annex of the Hebrew Orphan Asylum, about a forty minute ride from Bronx House, provided many camping experiences for the children. Through arrangements made with the Board of Education, we were permitted to use the swimming pool, at P. S. No. 4 three days a week.

With the exception of one leader, a member of the staff at Bronx House, the Day Camp personnel of eight leaders were WPA workers. Each of the leaders was a specialist in certain activities such as crafts, folk dancing, nature activities, music, drama, and Indian lore. WPA also provided medical inspection for the children.

The month of June was devoted to organizing and publicizing the program. Various methods were used. The camp leader, for example, visited clubs and gave talks telling of the experiences enjoyed by children who had been in the Day Camp the previous year. The children were asked to submit suggestions for activities and to mention places of interest they would like to visit. An attractive poster with sketches showing many phases of Day Camp activities was displayed in the front lobby. Another poster showed the schedule of activities and special events. Members of parent-teacher associations were told about the program.

June 23rd was registration day, and 127 children were registered from June 23 to 28. The total registration for the summer was 227 children. No children over fourteen were permitted to attend the camp, with the exception of a few older boys and girls who were made junior counselors and who were extremely helpful.

Scheduling Activities

In planning the daily and weekly program of activities many factors were taken into consideration. One had to do with scheduling activities suitable to the time of the day. For example, athletics were scheduled during the morning when it was coolest. Certain days were set aside for trips to vary the routine. Tuesday was devoted to an outing at Edenwald, while Fridays were saved for trips to places of interest of various kinds. Mondays and Wednesdays were the days for more or less routine activities. On Thursdays the children were permitted to choose their program. Activities were kept flexible. If a group of children preferred charades to painting, charades were substituted.

On any Monday, Wednesday or Friday morning at the park boys could be seen trotting up the road to the baseball diamond eager to start their game. The girls who did not wish to go swimming remained at camp singing newly learned songs, dancing, or playing such games as punch ball or twenty-one.

After a morning of active play the children returned to their groups ready for the luncheon of sandwiches and fruit which they had brought from home. Through the cooperation of the School Relief Committee a daily supply of 85 half pint bottles of milk were delivered and needy children were supplied without cost.

After luncheon came the rest period, usually given over to quiet games or storytelling. At 1:30 the children enjoyed specialized activities—painting, handcraft, dramatics, the newspaper club, the stamp club, or nature work. At 2:40 the boys left for their swimming. The girls were content with their specialized activities or spent the rest of the day playing games. At 3:40 the children formed a circle and the program concluded with the singing of "Day Is Done."

As the awarding of prizes or giving of points were felt undesirable in our camp, the motivation

(Continued on page 230)

World at Play

Folk Lore from the Coal Region

The heritage of folk lore left by past generations of anthracite coal miners was presented to the present generation on May 25th at the folk festival held at Wilkes-Barre, Pennsylvania. The Playground and Recreation Association of Wyoming Valley, Bucknell University and the State WPA cooperated in making possible this event, one of five regional festivals to be held in various parts of the state preliminary to the state-wide festival which will take place at Bucknell in midsummer. There were old-time fiddlers, groups of square dancers with their own music, and figure callers, mine skits, ballad singers, story-tellers and folk dancers who contributed their talent.

Courtesy Parks and Recreation

Baton Twirling in a New Setting

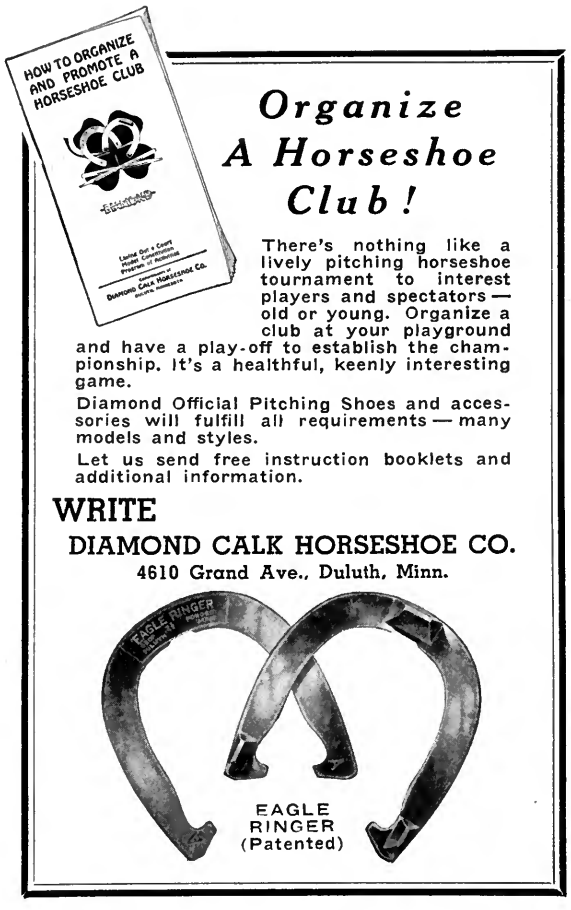
BATON twirling is reported by the Park Department of Salem, Massachusetts, to be one of the most interesting activities ever introduced on the playgrounds of that city. Last summer a schedule was set up at the beginning of the season whereby an instructor visited two grounds every morning and two every afternoon. In this way all of the playgrounds were covered at least once a week. From the beginning the idea of twirling a baton caught the interest of the children and all the classes were crowded.

"Stars of Yesterday" Baseball Teams

FORTY - THREE junior baseball teams are playing in the Stars of Yesterday League organized under the leadership of Harold S. Morgan, Director of Athletics, Milwaukee Department of Municipal Recreation and Adult Education. Each team bears the name of some former Milwaukee star, amateur or professional, and all are community or self-financed. The professional clubs are furnishing used balls and civic and community organizations are supplying equipment.

A Message to Hobby Riders

THE Long Beach, California, Public Library has issued a folder entitled "A Word to Hobby Riders from the Long Beach Public Library," which stresses the importance of hobbies, lists a number of them and calls attention to the fact that books on hobbies may be secured from the Public Library. The folder also gives information regarding the location of branch libraries and the hours during which they are open.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Quarry Becomes a Swimming Pool—Naperville has acquired a beautiful municipal swimming pool which is the site of an old quarry, and beautifully located between the hills in a very picturesque setting. The landscaping and bath house add greatly to the beauty of the scene, according to the *Illinois Municipal Review* which describes the project.

The Children's Community Theater at Somerville—Somerville, Massachusetts, has a children's community theater organized in October 1934 by the Recreation Commission. Its leaders are workers of the Commission who conduct afternoon meetings at convenient centers from 3:30 o'clock on. Children who are members participate in dramatics, dancing and singing. Occasional parties, contests and plays are arranged.

Swimming Pools in Illinois—According to *The New Swimmin' Hole*, the bulletin issued by the Division of Sanitary Engineering, Department of Public Health, Springfield, Illinois, the state has about 500 swimming pools. Of this number Chicago has over 200 within its corporate limits. Approximately 30 pools have been built in the past year. About 50 more are in various stages of promotion and 15 are under construction.

A Juvenile Aid Bureau — The New York Police Department, according to the *New York Times* of April 23, 1936, has organized a juvenile aid bureau which will work on the problem of crime prevention among boys and girls. This bureau will seek to develop recreational interests and to tie up the ringleaders in delinquency with recreational agencies.

Skating in Tokyo—Among the recent developments sponsored by the Y.W.C.A. of Tokyo, Japan, are the skating periods at the Sanno Hotel skating rink. Every Saturday morning from 8:00 to 10:00 the rink is reserved for girls who either know a little about skating or who are anxious to learn the sport. Teachers for beginners are provided by the Y.W.C.A., the group being limited to 100 girls in order that the rink will not become too crowded. The girls pay a fee of Yen 2 for five two-hour periods of skating. For the business girls special rates have been secured for Friday evenings. The project has met with hearty enthusiasm.

The Growing Need for Adult Recreation—The National Resources Committee in October 1935 reported that the United States could look forward to a stable population in twenty-five years with twice as many of its citizens over 60 years of age as there are now, and with age gaining an ascendency over youth in business and in government if the present trends continue. If the experts in the National Resources Committee are right, twenty-five years from now there will be occasion to give much more attention to adult recreation.

A Kite "Karnival" in Lancaster—One hundred boys and girls participated in last summer's kite "karnival" held in Lancaster, Pennsylvania. The material for making the kites was distributed free to all boys and girls wishing to build kites and suggestions for construction were provided. A three-weeks' period was devoted to the building of the kites, and as a climax came the kite "karnival."

A Folk Dance Camp — The tenth annual summer school of the English Folk Dance Society of America will be held August 22 to September 5, 1936, at Pinewoods Camp, Long Pond, Buzzards Bays, Massachusetts. The course will consist of both practical work and informal conferences, and will include choice of dances and method of presentation to both adults and children's groups, the arrangement of a festival program with suitable dances and suggestions on starting a folk dance group. Further information may be secured from Miss May Gadd, English Folk Dance Society of America, 235 East 22nd Street, New York City.

20,000 at Play—The expanded program of the Community Recreation Association of Decatur, Illinois, with help provided by WPA, is reaching 20,000 people with a program of varied leisure time activities. Seven community centers were established during the winter and plans for a number of lighted summer playgrounds are under way. 4,000 people belong to crafts clubs, athletic groups, music, drama, nature lore and other membership groups. The remainder have participated in what are termed non-membership activities. No fees are charged for membership in any of the classes or clubs. Between January 6th, when the present activities started, and April 15th the total attendance has been 71,200 or more than the city's total population. In April the personnel included 47 workers under the leadership of Charles K. Brightbill, Superintendent of Public Recreation.

An Exposition of Youth—From May 5th to 10th a Youth Exposition was held at the International Amphitheater in Chicago. There were exhibits of arts and crafts, demonstrations of activities, contests and evening entertainment features such as the presentation of a pageant "Youth Through the Ages." The Exposition was sponsored by the NYA of Illinois.

Facts from the National Youth Administration—A statement issued on May 26th by the National Youth Administration states that 605,200 young people are receiving NYA wages for many kinds of work useful both to them and to the communities in which they live. 6,600 graduate students are earning an average of $25. and $30. a month to help pay their way through graduate school. 125,000 college students are earning a maximum average of $15. a month; 263,600 high school students are earning up to $6.00 a month to pay for carfares, lunches, textbooks and other essentials, and 210,000 young men and women are employed on approximately 6,800 work projects. 4,500 young women are attending 68 camps for unemployed women.

A Gift for Kenosha—Carrying out the plans of her husband, the late W. H. Alford, Mrs. Alford has donated to the City of Kenosha, Wisconsin, two tracts of land for park and recreation purposes. One tract of twenty-seven acres, conservatively estimated to be worth $60,000, will provide a connecting link between Washington Park and the municipal golf links, thus securing the continuance of the park area which has long been desired. The second gift consisted of a strip of South Shore land approximately 1,400 feet in length which will give the city all riparian rights. This makes certain that the lake frontage will always be

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For Your Drama Program

TO HELP recreation groups meet the difficulties involved in the right choice of plays for production in the community recreation program and also the problem of royalty charges, the National Recreation Association has worked out the following plan.

After carefully studying a long list of plays, five plays suitable and available to community groups have been selected. All of them have been successfully produced; all of them have been popular, and the production of any one of them should be a successful dramatic event. The Association has entered into an arrangement with the several publishers whereby recreation departments may obtain a very large reduction in royalties. The arrangement which the Association has made with the publishers carries with it certain conditions which must be scrupulously carried out.

The wholesale reduction has been secured for one year beginning September 1, 1936 and ending September 1, 1937. The reduction will be available only to bona fide groups affiliated with recreation departments. The plan is to be an experimental one for the first year, and if it proves successful the Association's hope is that it may be repeated year after year with a different list of plays and perhaps with a wider choice, but always with good plays. Such a plan would permit local recreation groups to be sure of their choice of plays at small cost.

The regular royalty rate on each of the plays chosen is $25.00 per performance. The reduced royalty may be as low as $10.00, and in one case $5.00 per performance, if the play is produced fifty or more times. This number of performances, of course, does not mean in any given city or given group, but represents the total number of performances of the play by all recreation groups.

The five plays which have been chosen are: *Once There Was a Princess* (Samuel French); *Officer 666* (Samuel French); *Expressing Willie* (Baker); *Mary the Third* (Baker), and *Polly of the Circus* (Longmans Green).

Anyone desiring further information may secure it by writing to the National Recreation Association.

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kept for park purposes, providing on the southeast side of the city an adequate park tract.

W. H. Alford, before his death, was deeply interested in park and recreation development. As a member and president of the city council he was active in support of the park and recreation program. Mr. Alford was also deeply interested in the National Recreation Association and contributed to its work. He frequently discussed with representatives of the Association plans for forwarding the park and recreation movement not only in Kenosha but throughout the country.

More and more forward-looking men and women are taking deep satisfaction in giving land, money and facilities for the further development of a movement to make our cities more livable.

Denver's Folk Festival — Thirty-three nationalities took part in the International Folk Festival held at the Civic Center. Music, dancing and a number of special festivities were a feature of the program and typified the cultures of the races and nationalities participating in this unique event in the city's cultural and educational life.

A Festival of Arts—The first annual Southern California Competitive Festival of the Allied Arts was brought to a close with a dramatic pageant of art at the Greek Theater in Griffith Park, Los Angeles, when several hundred young artists performed before nearly 3,000 spectators. The pageant was given as a connected story of the development of art in this area with the prize winners in the music, drama and dance sections combining their talents for a colorful performance.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, April 1936

The Executive Organization of a Park or Recreation Department, by L. H. Weir

Landscape Conservation—Planning the Recreational Use of Our Wild Lands, by Dr. Frank A. Waugh

Concrete Wading Pool Construction, by A. E. Berthe

The Charles River Basin, Boston, by Arthur A. Shurcliff

An Educational Publicity Program for a Park System, by Robroy Price

"If Winter Comes—" How About a Recreation Plan? by Philip E. Minner

Kicking Golf—A New Outdoor Game

Parents' Magazine, May 1936

What Next for Youth? by Grace Phelps

Landscape Architecture, April 1936

National Forest Planning, by R. D'Arcy Bonnet

Camping World, April 1936

Philosophy at Work in Camping, by Robert C. Marshall

Creative Aspects of Camping, by Charles B. Cranford

Resettlement Administration Project Camps, by Julian Harris Salomon

Safety Education, May 1936

Enjoying Our Water Playgrounds, by Fred C. Mills

The American City, May 1936

A Town of 527 Has Established a Fine Community Park

Sioux City's Outdoor Music Pavilion, by C. R. Tracy

The Palo Alto Community Center

Leisure, May 1936

Make Your Own Indian Baskets, by A. G. Ridgway

Simple and Inexpensive Crafts for the Summer Camp

Indian Ball, by Harry F. Wild

Sociology and Social Research, May-June 1936

Recreation Equipment of Underprivileged Children, by Everett W. Du Vall

Camping World, May 1936

Evenings at Camp—What to Do with Them! by I. A. Schiffman

The Indian Council Ring

A Municipal Boys' Camp, by George C. Bliss

Handicraft Program for the Limited Budget, by Edward T. Hall

Archery Target and Rounds

The National Parent-Teacher Magazine, June 1936

Back to Nature with the Family, by Naomi Smith

The Playroom Grows Up, by Adelaide Nichols Baker

Mothers' Activities, June 1936

An Attic Playroom, by Elizabeth Crandall Lewis

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Parents' Magazine, April 1936
Nature Study with Young Children, by Rhoda Bacmeister
You Can Make a Playground, by Regina J. Woody
Family Fun, by Elizabeth King
News from the Toyery

Careers and Hobbies, March 1936
Indian Lore as a Hobby, by E. O. Norbeck

Hygeia, April 1936
While Your Child Is Convalescing, by Florence Brown Sherbon

PAMPHLETS

Baltimore—"Cradle of Municipal Music," by Kenneth S. Clark
Re-published by the City of Baltimore

Annual Report of the Recreation and Playground Association, Lancaster, Pa., 1935

Annual Report of the Park Department of Salem, Mass., 1935

Some Current Problems in American Education
Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington, D. C.

The New Leisure, Its Significance and Use (Bibliography)
Russell Sage Foundation Library Bulletin No. 137
Russell Sage Foundation, 130 East 22nd Street, New York. $.10.

New York Adult Education Council Annual Report for 1935

A Primer for Consumers, by Benson Y. Landis
Association Press, New York. Price $.10

Louisville, Ky., Municipal Activities, 1935

York, Pa., Recreation Department Annual Report, 1935

Good References on Discussion Meetings, Open Forums, Panels, and Conferences
Bibliography No. 30. Office of Education, Washington, D. C.

Good References on Character Education
Bibliography No. 15. Office of Education, Washington, D. C.

Discovering Latent Talent—In the expanding service of the Hartford, Connecticut, Park Department, one worker has been used to make an intensive survey of a large number of homes throughout sections of the city to determine the recreational needs of the boys and girls. This worker reports that he has found a great deal of real ability and promising talent along musical, artistic and literary lines among the children and young people of the families he has visited. In one family, for example, a boy of twelve shows all earmarks of a successful cartoonist and possibly an artist; a girl in junior high has exhibited a large collection of original short poems and an unusual prose article, while an older sister possesses an exceptional singing voice.

The report made to James Dillon, Director of Recreation, embodies the suggestion that the encouragement and development of such talent might well be a function of the recreation department.

Three Months Later

(Continued from page 192)

the standpoint of size, shape, facilities, location of game areas and apparatus. All of these are to be filed so that information of that nature may be obtained in a short time.

Three months have slipped away very rapidly, but during this brief space of time we feel that we have something to show for the money expended. We have tried to utilize the talents of the many individuals sent us to the best advantage. We have also endeavored to use the materials placed at our disposal, to the end that the people of Berkeley might avail themselves of the additional leisure time opportunities provided by the Berkeley Recreation Department through the assistance and cooperation of the WPA.

Gold Digging in the Home

(Continued from page 196)

The room should be stocked with a number of different types of games, toys and books suitable for the children. In addition pencils, crayons, chalk, paste, paper, blackboard, pictures, picture books, clay, sewing materials and tools should be provided for the child's enjoyment.

Little Theater Workshop. Here is a place where amateur plays and stunts may be written and produced and where favorite stories and holiday themes may be dramatized or presented in tableaux and where children may enjoy themselves for hours on rainy days, imitating some stage or screen notable. There may be a slightly elevated portable stage with draw curtains made of flannel. The scenery may be painted on packing box cardboard and a back drop painted on inexpensive muslin. An old chest standing in one corner may serve as the property box. In it are kept cast-off clothing, hats and shoes that Grandmother wore, fans, jewelry and other relics of days gone by. Several second-hand collapsible chairs may be concealed under the stage. These with the dining room chairs and a few box benches will easily seat the Saturday evening audiences.

There may be occasional showings of motion pictures. You may not have a projector but some friend will. Through a cooperative enterprise with neighbors a film may be rented from a rental

library and shown to the children. It will be found cheaper and far more enjoyable than going to the theater.

Do not overlook the possibilities of a theater for string or hand puppets. A small and portable one can be set up with little difficulty and stored in any available corner. The making of puppets offers much entertainment and enjoyment involving such interesting activities as modeling, wood work, costuming and painting. Plays must be written, rehearsals held and puppets manipulated —activities which will keep every member of the family creatively occupied for many hours.

In a Wisconsin Community

(Continued from page 202)

are provided. In 1935 the number of meetings held in the building's meeting room totaled 509, while the auditorium was used 546 times with an attendance of over 93,000 people.

Puppetry in a New Age

(Continued from page 208)

Values of Puppetry

By its very nature the puppet play demands general participation on the part of its audience and hence is one of the best and most instructive of all dramatic forms in the artistic education of the child.

The art of puppetry opens to the child a new interest in the plastic arts and the drama and builds his appreciation of them. Thus it provides a bridge to the appreciation and enjoyment of all the arts from the purely recreational standpoint to a specialized artistic creation.

Through puppetry the child learns to express himself and to use tools constructively in achieving a concrete goal. History, citizenship, language and common interests are shared with others and are brought to the community. Thus gradually this ancient art is coming to express the entire community.

The play life of a child should include opportunity for him to participate and to show his skill in a great variety of play activities. The marionette of ivory, metal, wood, stocking or paper answers the demand for artistic expression.

The lure of using this medium with its countless potentialities stimulates the child's desire for

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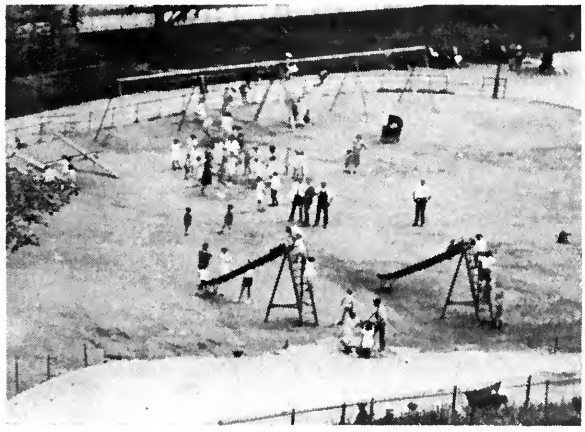

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play which will be creative. Children have the advantage of guidance by teachers who stimulate their imagination.

The "Boyolympics" and All Nations Festival

(Continued from page 213)

4:00 P.M.—Rowing 6-man team, 2 boys of each division

5:00 P.M.—Apparatus meet, intermediate and senior divisions

7:00 P.M.—Volley ball game, Poinsettia vs. Highland Park men's teams

8:15 P.M.—Stunt night and closing ceremonies, announcement of fall program.

A Journal of The Non-Professional Theatre

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Covering the dramatic events of high schools, colleges, university, professional and little theatres of Minnesota, Wisconsin, Iowa, North and South Dakota.

Sample Copy 25 cents $1.50 per year

1458 Hamline Avenue North
Saint Paul, Minnesota

A New Deal for Boys and Girls

(Continued from page 214)

kept, but the card was given to the playground director for the day. At the end of the day it was returned for use next time. The same children went on the same day of each week for the period of seven weeks.

The Department of Recreation took complete charge of the children and their play time. A splendid scheme to handle all the charges was worked out. Each group of boys and each group of girls, ten in number, had a captain. The captains were under the jurisdiction of a play director. Misbehavior meant giving up his card. Thus, each felt responsibility to himself and to the others.

Practically no restrictions were placed on the children. Certain hours were given over to certain diversions, including swimming, games, handicraft, etc. Every noon a fine picnic lunch, consisting of two real sandwiches, fresh fruit, and milk was served on the veranda of the big Casino. After each meal, each boy or girl cleaned away his or her crumbs—and there were not many, be assured—and placed his empty milk bottle in the case, leaving the picnic ground clean as a pin. Then, a half hour of quiet was given to teaching the children safety problems of all kinds.

You will wonder what the cost of all this was. According to Mr. Prance, of Detroit No. 1 Kiwanis, who was chairman, it cost seventeen cents per child per day for food and transportation. During the seven weeks a total of 3,211 children had been taken to Belle Isle. Next year, it is hoped to increase the number to seven thousand.

It is interesting to note that there was not one accident — not even a minor one — during the entire summer.

Boys' Meets in Milwaukee

(Continued from page 218)

Rules and Regulations

Membership on the stunt meet team is limited to boys who have passed their sixteenth birthday. Team members are selected through a series of elimination trials on the playground.

Each director should present an eligibility sheet listing the names and addresses of the playground contestants. As soon as the entry sheet is filed with the clerk of the meet and name tags received, each contestant shall register with the clerk of the event in which he is participating.

Each playground shall be limited to one competitor in each event, and each competitor must not have represented any other playground in a stunt meet during the present year.

In scoring, points will be awarded in each event on the basis of the number of playgrounds registered for that event. Thus if there are forty playgrounds registered in an event, first place scores 40 points, second place 39 points, etc. Not less than ten teams from each sectional stunt meet shall compete in an all-city stunt meet to decide the city championship.

Necatos—Recreation's Latest Innovation

(Continued from page 219)

permit them to hit a handball effectively and the sting resulting from slapping the ball has proven most unpleasant to them; there are, however, no jarring or painful effects from handling the swiftest of balls in the Necatos cup. While playgrounds cannot ordinarily construct a four-wall handball court, one-wall courts built outdoors are practical and inexpensive.

As a game for playgrounds and the lawns of homes, High-net Tennis is ideal. It is played on a deck-tennis or badminton court, with a net approximately five feet high. The tennis ball is tossed back and forth over the net, being caught and thrown by means of the cup. It must be caught on the fly and no steps are allowed with the ball in one's possession. Scoring may be as in volley ball or as in tennis, to suit the taste of the players. This is a leisurely sort of game that all ages enjoy. Being a high-net game it makes all the contributions to posture development that acrue from those activities that call for playing the ball over a high net.

Necatos is being played on the tennis court, following all the rules of tennis except that two bounces are allowed instead of one in playing the ball. The ball is caught in the cup and thrown over the net. Even golf is being played the Necatos way, the ball being thrown around the course, and either tossed or putted in the hole using the cup as the putter. There are many other

(Continued on page 230)

The Safe and Sane Fourth

THE FACT that at least 7,738 persons were injured and 30 killed in Fourth of July celebrations in 1935 by fireworks makes our so-called "Safe and Sane Fourth" a rather gruesome misnomer. These figures are not complete, however, for they include only accidents appearing in the press. Many additional unreported accidents swell the appalling and tragic total.

Such were the findings of the Fireworks Accident Prevention Committee of the American Museum of Safety in its nation-wide study of fireworks accidents made in an attempt to find means of checking the unnecessary and excuseless loss of life, disfigurement and maiming of human beings because of Fourth of July celebrations. The members of the committee represented many agencies who are seriously concerned, including safety, public health, welfare, insurance, transportation agencies and organizations, and fireworks manufacturers.

A careful analysis of 3,000 cases revealed that no age from one and a half to eighty years is safe from injury, either as spectator or participant, and that boys from eleven to fifteen years of age received the most injuries. Three-quarters of the accidents occurred on July 4th and two-thirds happened in the street. The accidents were caused in a number of ways. 1,359 of the 3,000 cases were caused by throwing lighted fireworks at others, 900 by holding lighted firecrackers, many by placing firecrackers in cans or bottles with resulting flying tin or glass. Sparklers caused 90 injuries and two deaths. Of the 3,000, 2,572 went to the hospital; 2,492 were treated by doctors, and 276 by nurses. These figures sound more like the report of a battle than of a joyous celebration!

On the basis of the study the committee made the following recommendations:

1. A lecture should be given in the schools for boys eleven to sixteen years of age ten days before July 4th. They should be told especially of the dangers in throwing lighted fireworks.

2. The Board of Health should collect all cans and bottles possible before Independence Day.

3. Movies should be used for instruction in the dangers of fireworks, especially of throwing lighted fireworks.

4. An ordinance should be passed against throwing fireworks into automobiles and other vehicles.

5. Parents should see that the child purchases

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fireworks from reputable firms and uses them correctly.

6. Persons in charge of fireworks displays should be provided with cheap goggles of fine wire mesh.

In addition, the Fireworks Accident Prevention Committee has promised to cooperate with the fireworks manufacturers in their efforts to have a federal bureau established which would approve all fireworks before they are manufactured or imported for sale.

Necatos—Recreation's Latest Innovation

(Continued from 229)

Necatos games—Volleyball, High-fly Ball, Ten-catches, Five-steps, Keepball, etc. Similarly, there are many contests used in the playground and gymnasium to develop the Necatos skills and to test the player's ability. Necatos is also finding its way into social recreation for the home and club. Of particular interest just now is the Necatos Progressive Party.

As a playground game, Necatos is interesting from many angles. It is inexpensive, the cups coming at a very reasonable rate. It is safe—the cups are light, are never swung violently, and the possible sources of danger are much fewer than in most sports. It is suitable for all ages and both sexes. It is the type of game that can be enjoyed the first time it is played, yet it possesses skills aplenty for industrious players who take their sport seriously. And lastly, it grips and fascinates to a degree beyond the fondest hopes of its inventors.

A booklet of over forty games and contests has been prepared which accompanies the Necatos cup. It is hoped that recreational leaders and physical directors will contribute many more Necatos games and perfect the rules of those already being played. Games grow, develop, and are perfected as they are played. Necatos, being but a few months old, is still in its infancy, but judging from the volume of its growth in these few months, it bids fair to reach the status of a veritable recreational giant. Send along your experiences with it for the benefit of all play leaders.

The Bronx Day Camp

(Continued from page 220)

of the program was accomplished through trips, special events, a parents' day festival, boat rides, and the publication of a newspaper.

Trips of Many Kinds

The Tuesday trips to Edenwald were anxiously looked forward to by the campers. Because of its ideal location and natural surroundings, Edenwald boasts facilities of a real camp, including an outdoor swimming pool which made a strong appeal to the children. The many camping facilities it offers afforded the Day Camp to utilize the facilities to every advantage in bringing real camp life to the children. The program included nature trails and study, swimming events, camp songs, camp fire pow-wows and Indian lore.

Interest in the program was greatly stimulated by trips to places of interest. Children of different age groups traveled to different points of interest on the same day. Many of the trips were co-educational, the older boys and girls often going together. Curators at the various museums received the children most cordially and assigned guides to take them on trips of inspection. Had it not been for the cooperation of the Department of Public Welfare these trips to the parks, where most of the city museums were located, would not have been possible. The department gave free transportation on the Interboro Transit line and the Independent System, which took the children to parks located in either the Bronx or Manhattan.

Of outstanding interest was the trip taken by over 100 children to the Liner Ile de France. A gift of $27 by the Parents Association made possible a boat ride to Hook Mountain for 80 children and five leaders.

The Budget

The budget alloted the Day Camp this year exceeded that of the previous season. For the year 1936 it was recommended that Bronx House set aside a budget of approximately $140 which will provide for the following:

$40.00 for equipment
35.00 for miscellaneous expenses (boat rides, entertainment, special events, parties, carfare)
50.00 for milk fund
15.00 for medical examinations and doctors' fees

The Day Camp has passed the experimental stage. Records which have been kept during the summer indicate that the camp has served the needy children of the neighborhood, many of whom have never seen a real cow or have never spent a day of their lives away from the city. The program of the camp, designed to give a taste of camp life to children in a city environment, has not only stirred their imagination but has left them with memories which they will never forget.

New Publications in the Leisure Time Field

The Mystery of the Mind's Desire

By John Finley. The Macmillan Company, New York. $1.00.

IN THIS little volume, one of the Kappa Delta Pi lecture series, Dr. Finley philosophizes on "the mystery of an urge that will not let man rest satisfied with which was or is, however much he may respect the sanctions of the past or be tempted to inertness by the comforts of the present—the desire for knowledge, the desire to know the utmost truth, which has its highest expression in beauty." The reader, following Dr. Finley in his search for the truth that explains the mystery of evolution and progress, is rewarded with such expressions as this, "To be seeing the world made new every morning, as if it were the morning of the first day, and then to make the most of it for the individual soul as if it were the last day—is the daily curriculum of the mind's desire."

Sports for Recreation and How to Play Them

Compiled by the Staff of the Intramural Sports Department, University of Michigan, and edited by Elmer D. Mitchell. A. S. Barnes and Company, New York. $2.50.

THREE definite purposes were kept in mind in the preparation of this book. (1) to extend and develop the increasing interest in healthful, wholesome recreations; (2) to assemble in convenient form needed information on the various forms of physical recreation that has not previously been easily available, and (3) to treat each sport from the standpoint of the beginner or average player rather than to go into it extensively. The emphasis throughout is on the recreative values of the sports, which include the following: archery, badminton, baseball (softball), basketball, bowling, boxing, canoeing and boating, equitation, fencing, football (touchball), golf, gymnastics, handball, hockey (ice), horseshoes, lacrosse, riflery, speedball, soccer, squash, swimming and diving, tennis, track and field, volley ball, water polo, winter sports and wrestling.

"Handy II"—Sections N and U

Edited by Lynn Rohrbough. Published by Church Recreation Service, Delaware, Ohio. Each $.25.

SECTION N of "Handy" is devoted to "Ancient Games from Europe, Africa and The Orient" which may advantageously be used at table game parties. Practically all of the equipment can be made at home or improvised with a little ingenuity. "Those who enjoy exercise of the intellect along with social recreation will keenly appreciate these folk treasures." Section U—Puzzle Craft —is a revision of a popular booklet on puzzles which appeared a few years ago. Forty interesting puzzles are described and pictured, and Puzzle Shop Notes are offered.

Official Softball Rules 1936

Issued by Joint Rules Committee, American Sports Publishing Company, New York. $.25.

THE revised softball rules for 1936 contain four important changes and a better definition of the umpire's authority. The Joint Rules Committee has approved the rules for softball as published in this guide and urges their adoption by all national organizations, players, managers, recreation directors and others interested in the game. The Committee will be glad to receive suggestions for further changes and improvements in the rules. Communications should be addressed to Arthur T. Noren, Secretary of the Committee, Superintendent of Recreation, Elizabeth, N. J.

The Campers' Handbook

By Dillon Wallace. Fleming H. Revell Company, New York. $2.00.

THE READER of this book will gain a vast amount of information which will help him in his camping trips. He will find out how to plan his trip, what supplies to purchase, how to set up his camp, build his cabin, cook his meals, how to apply first aid, what to wear and how to deal with the many problems which arise. There are many illustrations and diagrams in this volume of about 300 pages.

Wrestling for Beginners

By Bernard F. Mooney. M. and M. Publishing Company, Box 36, Columbus, Ohio. $1.00.

THERE IS need for a method of teaching the fundamental wrestling skills to large numbers of pupils in physical education classes. This book is designed to present the simple fundamentals of wrestling in a teachable way. The wrestling moves explained and illustrated in the book are simple fundamentals which are the foundation of all wrestling techniques and combinations. The material is suitable for young men who do not have the advantage of skilled coaching and who may learn the fundamentals by following the lessons outlined.

The Settlement Primer

By Mary Kingsbury Simkhovitch. National Federation of Settlements, Inc. $.50.

IN THIS PRIMER, the first edition of which was published ten years ago, Mrs. Simkhovitch has given us the benefit of her thirty-four years of experience in settlement work. In this revised publication there are few phases of neighborhood life which Mrs. Simkhovitch does not touch, and out of it all emerges a fundamental philosophy and a faith in principles which are veritable beacon lights. The delightful way in which the author translates her experiences into words makes the booklet readable as well as exceedingly practical.

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Catch 'Em Alive Jack.

By Jack Abernathy. Association Press, 347 Madison Avenue, New York City. $2.00.

Here is a story of adventure that playground boys will find fascinating. Jack Abernathy has gone through experiences which few men could survive but he has lived to tell us about them. The late President Roosevelt heard about Abernathy and went to Oklahoma to see whether the amazing reports he had been hearing were true. By so doing he won a place in the author's story and some readers will be most attracted to the book because of the side-lights it throws on Theodore Roosevelt. Others will read it as a fascinating chapter in the opening of the frontiers of Texas and Oklahoma. Many more read it for the thrilling adventures it relates.

Individual Sports Guide (Archery, Golf, Tennis) 1936.

Compiled by Women's Rules and Editorial Committee, A.P.E.A. Spalding's Athletic Library. No. 129R. $.25.

So important have archery, golf and tennis become in the list of sports for girls and women that a new volume has been added to the series of athletic activities for women and girls—a series which recreation workers will find exceedingly valuable. In this handbook there are articles on the techniques of the sports, suggestions for teaching and discussions of equipment, upkeep of courts and similar considerations. Sheets are included presenting summaries of rules and diagrams of archery technique.

Recreation and Education.

The World Peace Foundation, 8 West 40th Street, New York City. $1.00.

In June 1935, the International Conference on Workers' Spare Time was held at Brussels. This conference brought together a series of reports and documents on the activities of organizations which in the different countries are seeking to provide workers with means of utilizing their free time. In this booklet appear a number of reports which form the basis of discussion in the six committees set up by the conference. They have been arranged under three main headings according to their subject matter: (1) Problems and Methods; (2) Some Practical Achievements; (3) The International Movement.

Regional Planning.

By Karl B. Lohmann. Edwards Brothers, Inc., Ann Arbor, Michigan. $4.00.

This volume deals with the fundamental elements which underlie the planning of regions in general and discusses past and contemporary planning activities. It is built upon the assumption that the nation is a composite of regions, regions within regions, every one of which must be subjected to regional planning consideration. A chapter on "Providing for Parks and Other Open Spaces" describes various types of parks, gives examples of each and offers interesting information regarding park development.

The Artcrafter.

Artcraft Studios, Central P. O. 775, Toledo, Ohio.

The Artcraft Studios issues in "The Artcrafter" a weekly series of patterns designed for use by organizations sponsoring group recreation programs, by instructors of the arts and crafts in institutions, camps or playgrounds. There are projects for individual hobbies and for children's groups working with such inexpensive materials as soap, inner tubes, orange crates, glass, paper, tin cans and linoleum. The projects have been actually constructed in junior workshops and have been modified and developed to some useful end. The drawings are original and in every case possible they are presented full scale. Annual subscription $2.50; six months subscription $1.50; single copies 5 cents.

Principles and Statutory Provisions Relating to Recreational, Medical, and Social Welfare Services of the Public Schools.

By Everett C. Preston, Ph.D., Bureau of Publications, Teachers College, Columbia University, New York City. Price $1.50.

This study analyzes the legislative provisions governing services of a recreational, health and social welfare nature as they relate to the public schools, and suggests the principles which should apply in the organization and control of the services. A chapter on Public Recreational Service traces the historical development of public recreational programs, gives facts about legislation for various forms of administration, and discusses the responsibility of the school for developing the recreation program.

American Foundations.

By H. C. Coffman, published by the Association Press, New York City. $3.00.

The role of foundations in American social, religious and educational work is appraised in this volume and a definite body of knowledge is presented regarding the methods, principles and operations of foundations. Much data is given on the significant growth in foundations interested in child welfare. We have in this book a picture of the work of the foundations in helping the new sciences of child development and child psychology to take shape.

Handbook for Nursery Schools and Parent Education in Oregon.

Prepared by Sarah V. Case, issued by C. A. Howard, Superintendent Public Instruction.

While this mimeographed bulletin is designed primarily to furnish information regarding the Emergency Nursery School and Parent Education Programs in Oregon, it contains much information of practical interest to all concerned with this phase of education. Layout of rooms is shown. There are lists of equipment needed, suggestions for large play equipment with illustrations, and other practical information.

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Recreation

Not Merely a Part of Something Else but One Side of Life

RECREATION, like education, is for all men everywhere from the cradle to the grave. It is not merely for those who have suffered misfortune. It is not either simply to prevent men from encountering misfortune. It is to give all opportunity for growth, opportunity to be and become themselves.

There is no reason why recreation should become tainted with the odors that have become associated with any other groups. Of course recreation workers will cooperate in councils of social work, in education-recreation councils, in welfare groups, in educational associations. However, recreation has a strong and special appeal to the ordinary, average, garden variety of man, who just wants to live. Recreation should never voluntarily so classify itself, so name itself, as to throw away its hold on the common man who after all is the great majority of us.

Better for recreation to grow a little slowly in tax support than to accept a ride in a buggy that is too small and cramped anyway and besides is not going in the right direction for it, or is going in too many directions all at once and getting the common people all confused.

It would not be in accord with the recreation movement to be "snooty." Associate with all groups. Be comrades with all. The recreation movement, however, has too great a future, has too far to go, to tie itself down unnecessarily. It can afford to wait, to grow slowly, to take its time. The tides are bringing it in. There are no gains in putting on hair shirts, or loading up with any "balls and chains", no matter how quick rides are promised. The recreation movement, the joy in living movement, the strength and growth through joy movement is a movement for the centuries and not just for today and tomorrow. It belongs to and is a part of religion, education, industry, social work, health movements, prevention of crime movements, character building, citizenship movements — yet it belongs exclusively to no one of these for it is in itself one side of life.

HOWARD BRAUCHER.

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August

Play Schools in Chicago's Parks

By JANE K. MAY

THE PLAY SCHOOL program should be well balanced with different kinds of activities, and quiet, active, and creative work should appear on every program. Rest and bathroom periods should be put into every program, regardless of other plans. Usually there should be some time reserved for stories, music and rhythms, some time for creative activities, and some time for outdoor play. In fact, wherever possible the program should be carried on out-of-doors.

During rainy, very cold or snowy weather, the children will be obliged to stay in the house, and in the winter they cannot use the playground because the apparatus has been taken down. They can, however, use their outdoor blocks, boxes, and similar playthings, and they should have time for this whenever possible, since this type of activity gives them outdoor exercise.

When the children are forced to stay inside, the gymnasium can be used as well as their home rooms. This helps to keep an indoor program from becoming monotonous. During the winter outdoor play should be as near noon as possible, and during the summer the children should be taken in the house if the sun is too hot for them.

If the group is large or if the age range is wide, it is better to divide the group and have the same teacher take charge of the same small group every day.

Some Typical Programs

An Indoor Program on a Rainy Day

9:00-10:00—creative work in home room
10:00-10:15—songs or rhythms, alternate on different days
10:15-10:45—bathroom period—stories can be told to children who are not in the bathroom
10:45-11:05—rest period
11:05-12:00—free play in gymnasium

The Chicago Park District is conducting some interesting experiments in play school for young children, using the buildings and outdoor facilities provided by the parks. It is a WPA project and represents an activity which would in most instances be impossible without federal aid, since more leadership is required for younger children. We are, however, presenting the project here because of the valuable suggestions it has to offer on techniques and procedure.

A Snow Program

(Same as Indoor Program except for last period)
11:05-12:00—children can play in the snow

An Outdoor Program in Winter

(Same as Indoor Program except for last period)
11:05-12:00—children can play outdoors with outdoor blocks, etc.

An Outdoor Program in Summer

9:00-10:00—outdoors with outdoor blocks
10:00-10:15—songs or rhythms in the grass
10:15-10:45—bathroom period
10:45-11:05—rest period in the grass
11:05-12:00—creative work brought outdoors or free play in the playground and swimming pool

Facilities and Equipment

The small parks of Chicago offer unusual opportunities for creating play schools for preschool children. Facilities in the parks and specific guidance in using them are given in the following sections.

Rules for the Use of Equipment

1. Carefulness in the beginning saves trouble later. Show children how equipment is to be used, since there are correct techniques in using equipment.
2. Watchfulness rather than anxiety should be the teacher's attitude.
3. Consult with your park manager as to what is to be done in case of accidents. Even though we do not expect them, it is well to know what is to be done if there is an accident.

A well equipped playground is usually fenced in and the small children's playground is usually separated from the older children's playground. If a piece of equipment is found to be dangerous for small children in their playground, the teacher should explain why it is not to be used. One teacher should watch that piece of

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Courtesy Chicago Park District

equipment until every child has learned to stay away from it.

The Swings (two types)

Children not using the swings should be taught to stay away from them.

Every child should be watched, from a safe distance, while he is in the swing.

Children differ in ability to manage a swing and should be encouraged to develop their use of the swinging technique.

If the park has a ruling that no child may stand on a swing, this should be enforced even though there are children able to do it safely.

Play school teachers should not make a practice of pushing children in swings.

The box swings in some parks are good only for very young children.

The Slides

In using slides the child has the fun of the slide and the exercise of climbing the ladder to the top of the slide. In teaching children to use slides, make sure the children take turns and do not push in front or in back.

If there is a slide so large it is dangerous for preschool children, explain simply and firmly that this is not to be used and let one teacher watch the slide until every child learns that it is really not to be used.

The See-saws

Most of the park see-saws are somewhat large for preschool children. The following points should be watched in using them:

Do not say, "Be careful," or "Watch, you'll fall!" This may make the child self-conscious and cause a fall.

In getting on, the child needs help. If the teacher holds one end to the ground the child can climb up to his end.

Children must be watched to see that one does not jump off while the other child is in the air.

Teach the child to land on his feet with a springing motion instead of letting the board hit the ground.

The Merry-go-round

The merry-go-round promotes group play. The child plays "train, boat, street car, airplane."

If the top of the merry-go-round has been removed, children should not be allowed to use it until it is fixed.

Children should be taught to stay on until it stops and to stop when some child is frightened.

The Junglegym

This is a safe and desirable piece of equipment conducive to imaginative play. It gives opportunity for learning balancing and climbing. Children rarely go higher than they are able to go safely.

Horizontal Bars

These are usually too high for preschool children. Older children who want to play on the bars can be lifted up to hang for a few seconds, but should be taken down as soon as they ask for it. When five-year-olds are helped in this way, earlier, they are often able to chin themselves and get their legs up over the bars.

Suggested Trips

In the Fieldhouse

Storeroom for equipment
Heating plant
  coal
  water system

(Upstairs)
  Cloakrooms
  Director's office
  Shops
  Swimming pool

In the Park

Tennis courts
  Large playground
Note condition of shrubs and grass in each season

In the Neighborhood

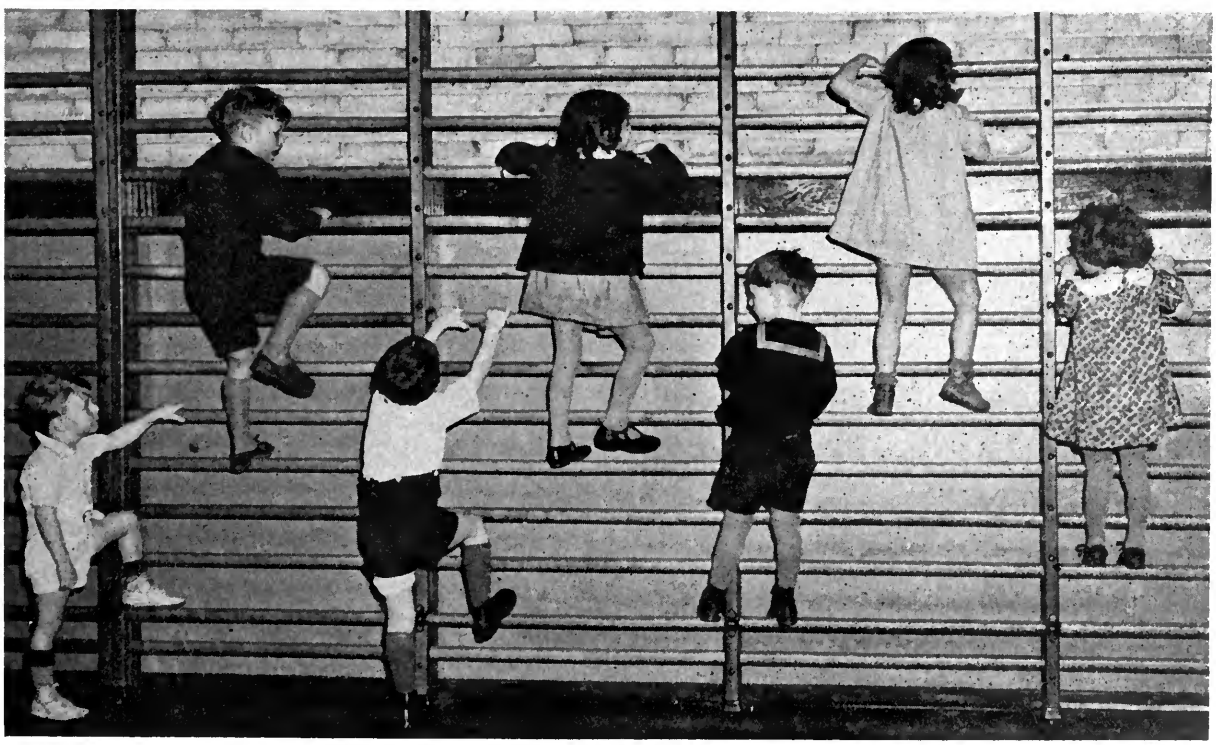
Bakery
Fire house
Market
Flower shop
Anything else of unusual interest

Children should be encouraged to answer their own questions by observation and should be allowed to talk over the trip sometime later in their home room.

The Home Room

When starting a play group the first thing to be chosen is the home room for the children. They should use the same room every day, and care should be taken to have a room which is well ventilated, well lighted and sunshiny. It should have a warm floor with a covering on it which can be washed frequently. Linoleum is desirable; cement is bad for the health of the child.

The room should not be used by any one else while the play school is in session, but since it will, in all probability, be used by other people when the children are not there, all equipment and materials must be put away at the end of each session and brought out again before the next session starts. If this is done systematically, it soon becomes just a routine job. There should be several shelves, fourteen to eighteen inches wide, made with doors which can be removed during the play school session and be put back on and locked when they are not in use. If the doors are made of beaver board, they can be used as bulletin boards.



Courtesy Chicago Park District

In these cupboards can be stored crayons, chalk, paints, small blocks, hammers, nails, wood, scissors, books, rugs, dolls and everything of that type which will fit on the shelves. If things are put in the same place each day, children can help put them away and they soon learn just where everything is kept. The shelves should be kept neat and clean by the teacher not only because of appearance but because of the effect on the children. A state of confusion exists when things are not tidy.

One of the most valuable results of the Chicago Park Play School project has been the formation of mothers' groups, some of them numbering seventy-five women, who meet for instruction in child training, nutrition and health, and also for social recreation. Invaluable help has been secured from the McCormick Fund which provides the lecturers on parent education and similar subjects. Training courses for leaders have been conducted with the help of the Fund which the women physical directors of the parks have been invited to attend.

There will be things such as clay jars, easels, tables, chairs and doll furniture for which a storeroom should be found which is as near as possible to the home room. These things will have to be carried back and forth by the teachers or someone else. The children can help, but care must be taken not to have too much of the children's time taken up with "putting away." If this happens the task will become boresome to them and trouble will follow. Sometimes there may be some park workers who can help with this. Some of the parks may be able to reserve a room for just the play school; if this is the case the situation is ideal and the teachers can leave the equipment in the room at night. These are all problems which must be worked out with the park director and with the teaching staff, and no set rules can be made.

The equipment in the home room should be systematically arranged. The paint should be mixed each morning by one of the teachers, and the jars should not be more than half full of paint. A different brush for each jar should be used. The children should learn to put the brushes back into the same color each time to avoid the mixing of colors. If the child learns to wipe his brush across the side of the jar before putting it onto the paper the paint will not run down his paper. A child should not be told what to draw, though he can be encouraged and helped to improve by the teacher. At the end of each period the paint jars can be put back on the shelves by the children.

When the children come into the home room they should find on one table, paper, crayons, scissors and paste, and a magazine which they can cut up. On another table, there should be some clay. The clay jar with more clay in it should be near this table, and an oil-cloth or clay-board should be put on the table. The clay should always be kept in a soft, pliable condition by wrapping it in a cloth and then putting a small amount of water on it each night. It should be put in the clay jar, and the lid should be put on the jar. On a third table, hammers and nails and wood can be placed, or a set of small blocks can be used.

One corner of the room should be turned into a doll corner. Screens may form two sides of the doll house; the corner walls, the other two sides. In this doll house should be all the dolls, doll furniture and doll clothing.

All these things which govern the child's activities should be arranged before the children arrive. After the best possible place in the room has been found for each set of play materials, they should be put back in the same place every day. Only in rare cases do children need to be helped in selecting play activities.

Outside clothing should never be kept in the home room because it takes up valuable space, and having wet clothing in a room where there are small children is not a healthful procedure. A rack with hooks on it can be made, or chairs can be used. The parks usually have chairs which are available. Each child may have his own chair. He may hang his coat and leggings on the back of the chair, put his hat on the seat, his gloves in his pocket, and his overshoes under the chair. The same procedure should be followed every day, and the children should be encouraged to take up and put on their own things. Sometimes a child has to be helped if something is really too hard for him, or if he needs encouragement, but most children from three to six years of age can do much toward dressing and undressing themselves, and if they are in an atmosphere where independence is encouraged, they usually learn to do what all the rest of the children are doing. Parents should be encouraged to let their children learn to put on their own wraps.

The home room should be near the bathroom, and every effort should be made to establish habits of cleanliness.

(Continued on page 273)

Water Games

By VIVIAN EUBANK
Southern Methodist University
Dallas, Texas

PLAY, IN ADDITION to being recreational, furnishes opportunities for developing new skills and attitudes without subjecting the child to the monotony of a specific learning period. It provides situations for children to learn in a pleasant way skills which might be boring if taught by technical methods.

One of the best examples of this is the teaching of swimming by games. Many of the splendid swimmers found in park pools have not had lessons but have spent many hours daily playing tag and other games, and have without effort learned swimming techniques.

Here are a few games which children enjoy and which will help them in developing skills.

Some Popular Water Games

Dodge Ball. This may be played in shallow or deep water by ten or more players. Equipment consists of one or two water balls (old volley balls will do).

The players are divided into two teams—A and B. Team A forms a circle around Team B. Team A players throw the ball in an attempt to hit members of Team B who must dodge or duck to avoid being hit. When a player is hit he must leave the circle. At the end of five minutes the players remaining are counted and the teams change places, Team B forming the circle while members of Team A scatter about in the center of the circle. At the end of five minutes the remaining players of Team A are counted and the team which has the larger number remaining at the end of the five minute period wins the game.

Miss Eubank gives us here some of the games she has found most popular with children of all ages. Many of them are favorite land games that can easily be adapted to the water. Some of the names have been changed to make them seem like water games. In a number of instances the rules have been simplified. "I have found," says Miss Eubank, "that young swimmers dislike rules and equipment and complex situations. The success of water games depends on simplicity, action for everyone, and opportunities and situations that show achievement."

Catching Fish. Any number of players may take part in this game which is played in either deep or shallow water and without equipment.

The players are divided into two teams, one known as the net, the other as the fish. The net players form a line in the middle of the pool. The fish try to swim around, under or between the net players without being tagged. After a fish has been caught he becomes a net player and tries to help catch the other fish. When all the fish have been caught, the net players become fish and the fish, net.

Ball Tag. Any number of players may play this game in shallow or deep water. The equipment needed consists of one ball.

One player who is "it" throws the ball at the other players trying to hit them. When a player is hit he becomes "it" and the former "it" joins the other players in trying to avoid being hit.

Tunnel Race. No equipment is needed for this game which is played in shallow water by ten or more players.

The players are divided into teams with four or five on a team. Members of each team stand in a straight line with legs apart. At a signal the first one in each team

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starts through the legs of his teammates either swimming or crawling on the bottom of the pool. When he reaches the end of the row, he stands up and the second one in line starts through. The winning team is the one whose players have all gone through the tunnel in the shortest time and are in a standing position.

Additional suggestions for water games will be found in "Water Play Days"—a bulletin published by the National Recreation Association which also contains directions for novelty features and fun-provoking stunts. Price, twenty cents. And in planning your swimming program for the summer don't forget the Swimming Badge Tests for Boys and Girls issued by the Association, together with certificates and emblems for those who pass the tests. Send for a free copy.

Shark or Swordfish. Any even number of players may take part in this game which is played in deep water.

Players are divided into two teams, sharks and swordfish. At a signal the players grasp a rope which has been stretched across the pool, and at a second signal start pulling. The team which pulls the other across the middle of the pool wins. This game requires good swimmers who can pull and tread water at the same time. It may be played in shallow water but it is not as much fun as in deep water.

Black or White. Any number of players may take part. A large card, white on one side and black on the other, is attached to a string so that it can be turned around and around.

There are two teams — the blacks and the whites. The players, stationed about a yard apart, stand or tread water in the middle of the pool. The instructor twirls the card. If it stops on the white side the whites must swim or run to their side of the bank before the blacks can tag them. If the card stops on the black side the blacks must swim to the bank before the whites can tag them. When a player is tagged he becomes a member of the team tagging him. At the end of a stated period the team having the most players wins.

Snatch the Fish. A rubber fish is used in this game in which any number may play.

The players are divided into two teams lined up on opposite sides of the pool. The fish is placed in the middle. At a signal the player at the right end of each line swims to the fish, tries to grasp it and take it back to his line before the player from the opposite end can secure the fish or tag him. The player who is unsuccessful in securing the fish tries to tag the successful contestant. When a player returns to his line without being tagged and with the fish in his possession, he scores a point for his side. If he is tagged no point is scored for either side. When all players have had an opportunity to secure the fish the points are added and the team having the most is declared the best "fish snatcher."

Catch the Tail Fish. One player is "it." The others — ten or more may play this game — are divided into groups of fours, each group constituting a fish. Every fish has a head girl, two middle girls and a tail girl, each of whom stands with her arms around the waist of the girl in front of her. That is, the girl at the head has her arms free; the first middle girl has both arms around the waist of the leader; the second middle girl has her arms around the waist of the first middle girl, and the tail embraces the second middle girl. "It" tries to tag any of the fish groups. The head girls and the others must twist and turn so that "it" cannot get to the tail, but they must not let go of their group. When "it" tags a tail the head girl becomes "it" and the former "it" becomes the new tail for that group. If there are five or six groups there may be more than one "it."

The swimming pool at Look Memorial Park, Northampton, Massachusetts, which is the scene of many water games

(Continued on page 274)

Producing the Playground Pageant

By
JACK STUART KNAPP
National Recreation Association

Are you producing a pageant on your playgrounds this summer? Are you sure it is going to be a pageant — not a parade, a festival, or a demonstration? Mr. Knapp defines a pageant for you and offers you practical suggestions on how to plan for the pageant you may be wanting to have at the close of the playground season, and how to present it.

A PAGEANT is a story, told by means of action, light, color and sound. The action consists of pantomime or dancing, or both. Light is necessary to create illusion, to give beauty to color and costume, to create an atmosphere. Pageants may be produced in daylight, but they are only partially effective. Color is an essential part of the story, denoting character, creating mood, and is used in costumes, scenery and properties. It is brought out in all its value by the use of light. Sound in a pageant is speech or music, or both. Sound effects also play a part.

Action, light, color and sound must be woven together so as to tell a story; otherwise you will have a demonstration, not a pageant.

A pageant is effective only with masses of people. A dramatic presentation containing less than sixty characters might be termed a drama; it would hardly be called a pageant. The very masses add interest to the pageant, give it power, beauty and emotional strength, provided,of course, that you have masses, not mobs.

Pageants can be classified as historical, religious, legendary and allegorical. The majority of playground pageants are either legendary or historical.

Many playground pageants are produced merely to show the taxpayers that the children are using the playgrounds—a legitimate reason. It is necessary for the taxpayers to know that the grounds are being used, but certainly that should not be the only reason for a playground pageant.

The Pageant as a Climax to the Playground Season

A pageant properly produced provides an exciting and thrilling climax to the playground season. Pageantry is not bound by realism but delves deeply into the world of fantasy. No matter what the theme or story of the pageant may be, with a little imagination you can show nearly every phase of playground activity, introducing it as a coordinated part of the pageant. Athletics, games, dances, arts and crafts, music, drama—all can be part of your performance.

The theme for the pageant should be decided upon at the beginning of the playground season; then, without stressing (better yet, without mentioning) the pageant, the interest of the children should be aroused in the theme. Story-telling is the first step. If the theme is to be Robin Hood, every one should tell Robin Hood stories; if King Arthur, King Arthur stories; if Indian, Indian stories; if pioneer, pioneer stories. Be sure your theme is broad enough and strong enough to furnish material for a great many stories, dances, songs and dramatic performances. If you wish the boys to take an enthusiastic part, the theme should contain the elements of adventure.

After a week or so of stories, when everyone has become interested in the theme of the pageant, start directing the other playground activities in that direction. Teach songs and dances of the particular time and place. In handicraft, make the things used and worn by the characters in the stories. Play the games and introduce the sports of the characters in your story. Act out situations from the stories, and dramatize in play form the action. Be as authentic as possible in your material, thus making the pageant serve as a medium of education as well as one of recreation and expression. Of course you do not exclude all the other activities upon the playground, but it is

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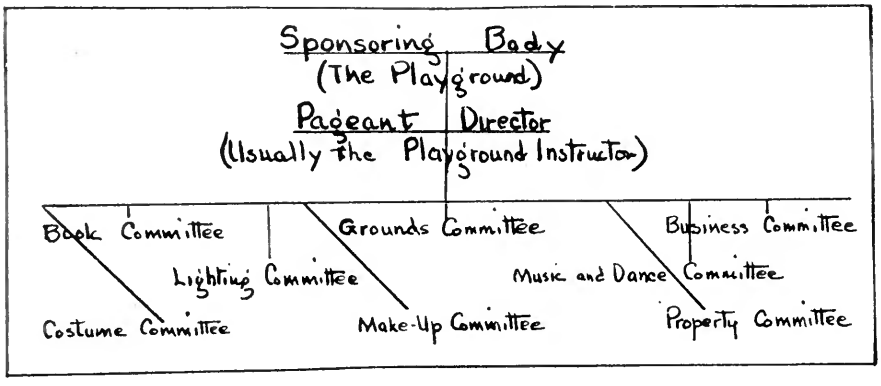


Suggested set-up for the organization of the individual playground pageant

surprising how even the ball teams soon pick up the flavor of the theme and name themselves after different groups of characters in your theme stories.

Organizing the Pageant

About a month before the date of the production it is time to start the formal work on the pageant. Logically we start with the organization of the pageant, since a pageant is eighty per cent organization. Two plans of organization are offered—one for an individual playground pageant, another for a pageant produced by a playground system.

The Book Committee writes the script for the pageant. The pageant director and from six to ten of the more imaginative children on the playground might be upon this committee. The pageant director writes the script with suggestions and comments from the rest of the committee.

The Grounds Committee prepares the stage for the pageant, makes arrangements for seating the audience, plans for a "back stage" for the actors and attends to similar details.

The Business Committee provides for publicity, issues tickets or invitations, and acts as purchaser for materials.

The Lighting Committee secures all lighting equipment and arranges for its placement and operation.

The Music and Dance Committee rehearses the groups in the pageant who are to sing or dance. Use as many of the songs and dances which the children have learned as part of their regular activity as you possibly can.

The Costume Committee makes some costumes, if necessary, or helps each actor secure his own costume. Some playground mothers should serve on this committee.

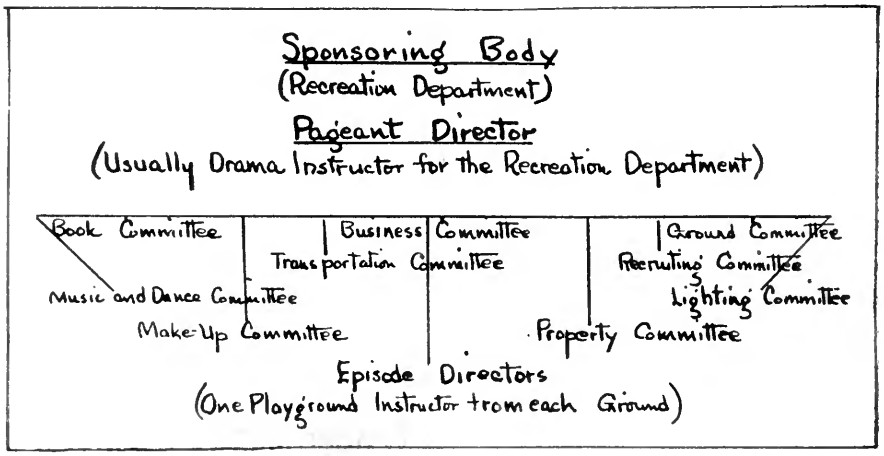
The Make-up Committee makes up the actors the night of the pageant.

The Property Committee secures and has in place all properties used in the pageant.

The pageant director acts as adviser of all these committees. Playground instructors, supervisors and specialists, should serve upon these committees. Volunteer adults or outstanding older boys and girls may also be used.

In planning for a playground system pageant, the Book, Business, Grounds, Music and Dance, Costume, Make-up, Lighting and Property Committees have the same duties as in the organization for an individual playground pageant.

The Transportation Committee makes arrangements for the transportation of the cast to rehearsals and performances. It arranges for the



When the pageant is given by the entire playground system this plan is usable

transportation of the audience, perhaps providing special street car or bus service. This committee is also responsible for planning for the parking of automobiles.

The Recruiting Committee helps the pageant director in assigning the episodes to the various playgrounds, and in recruiting actors, musicians, dancers and back stage workers for them.

Usually an episode is assigned to each playground. An instructor from this playground should be appointed episode director. He rehearses the episode when the pageant director cannot be present, and is responsible for the successful presentation of his episode in the pageant.

Before the rest of the committees can work the Book Committee must prepare the script. Remember that the theme for the pageant should be selected at the beginning of the season. Some suggested themes follow:

The American Indian, the American Pioneer, the Old South, the Contributions of Other Nations to America, Robin Hood, King Arthur and His Knights, the Vikings, Rip Van Winkle, the Circus, Colonial Days, Pirates, Gypsy Caravans, the Scotland of Sir Walter Scott, Alice in Wonderland, the Legends of Sleepy Hollow, Hiawatha, The Wizard of Oz.

"Choose a good theme and interest your children in it at the beginning of the playground season. Build your activities about it. In writing your pageant use plenty of dash, daring and the spirit of adventure. Organize it down to the last detail. Rehearse it briefly but intensively, and your pageant cannot fail to be a success."

The Book Committee should have listed all the activity which has taken place on the playgrounds related to the pageant theme; the songs and dances learned, the dramatizations made, the craft objects created, the games and sports played. These should be worked into the story of the pageant.

Pageant Forms Possible

The pageant may be written in two forms—the act and scene form, or the prologue, episode, interlude, epilogue form.

The act and scene form has the advantage of being less restricted. There can be as many acts and as many scenes in each act as you desire.

The episode-interlude form lends itself to a more logical use of realism and fantasy. The episode is usually a realistic portrayal of a happening. The interlude provides, with music, dance or fantastic pantomime, the connecting link between episodes. It very often interprets the episode which is to follow.

If the pageant is to be presented out of doors on a large stage, and before a large audience, I suggest you write the pageant in pantomime form, with a prologizer who, in verse or well-written prose, explains in a few words the text of each scene. Unless your prologizer has a voice of extraordinary clarity and volume, use a loud speaker. If you can wire the entire stage with overhead microphones which will pick up the words of every actor upon the stage with clarity, without having some dainty little fairy boom her words to the audience in a huge voice, the characters in the pageant may speak lines.

Remember always in writing a pageant that you are not bound by realism. Let the imagination have full play. Let us take one of the themes suggested above and in brief form outline a pageant. For this purpose we will use the story of Rip Van Winkle.

Rip Van Winkle in Pageant Form

Prologue. Rip Van Winkle, young and handsome, comes running on the stage, gun in hand. He is followed by his dog, Schneider, a comical looking hound with flopping ears, played by one of the agile boys on the playgrounds. They hide behind a tree, poking their heads out occasionally to watch Rip's wife, who has been chasing them with a broom. Rip's wife retires, muttering and shaking her broom. Rip and Schneider come out, join hands and dance gleefully in a circle. A group of Dutch children from the village come running on the stage and begin to play games; they see Rip and rush to him, encircling him and doing a number of Dutch dances. Schneider keeps getting between their feet and tripping them up. At the end of the dancing Rip tells the children that he is going hunting, and he goes off, followed by Schneider. The children wave good-by and sing him a Dutch song of farewell.

Episode One. A number of rabbits (played by the small children) are doing a rabbit dance, hopping about in a circle. Schneider enters and runs at them, barking. The rabbits turn on Schneider and chase him off the stage, yelping. They resume their dance. Rip enters followed by Schneider. He points his gun at a rabbit, but the rabbit sits up and begs. Rip points his gun at another rabbit, who does the same, as does a third rabbit. In

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disgust Rip and Schneider leave the rabbits to finish their dance.

Interlude One. Some graceful wood-fairies are playing in the forest. Rip and Schneider enter. The fairies tell him to go back, but Rip pays no attention to them. The fairies try to keep him by dancing for him. Rip, with Schneider beside him, sits on a log watching the dance. Finally he gets up and starts to leave. The fairies hang on to his coat tails and urge him not to go on. Rip and Schneider leave. The fairies weep.

Episode Two. A great many dwarfs are busily working upon the stage, making things. (The articles they are making, of course, illustrate the arts and crafts work of the playground season.) Rip and Schneider are shown about the workshop by the dwarfs who proudly hold up their objects for Rip's—and incidentally the audience's —inspection. They finish their work, rush off stage, and return dragging in some huge barrels. Rip helps them. The dwarfs take big cups and drink from the barrels; two of them offer Rip some. Schneider barks warningly, but Rip takes the cup and drinks. He begins to nod. The dwarfs disappear.

Interlude Two. The Queen of Sleep and her dancers enter. They dance to slow music, brushing long silk scarfs over Rip's face. Rip goes soundly to sleep. The Queen of Sleep and her dancers steal away. Rip sleeps on.

Episode Three. Rip is still asleep, dreaming. In his dreams he sees the men of Hendrick Hudson marching. They are in uniform and armor. The march ends and they take part in games and sports, wrestling and racing. They finally play ten pins. Ten of the soldiers stand up the pins while others throw huge balls at them. The soldiers fall. Thunder from off stage.

Interlude Three. The Four Seasons — Winter, dressed in white, Spring in green, Summer in pink and Fall in brown, enter and dance slowly about the sleeping Rip, covering him with the fruits of their seasons. Winter sprinkles snow upon him; Spring, flowers; Summer, rain, and Fall, brown and red leaves. Rip disappears under the pile. If desired, each season may have handmaidens.

Episode Four. Rip is having a nightmare. Demons (representing anything desired) enter. They are horrid things wearing terrible masks. They move about Rip, poking him with sticks. They tear his clothes and pinch him. They leap over him and laugh with glee. Rip stirs and groans.

The Queen of Sleep and her dancers enter and drive the demons away, following them off the stage.

Interlude Four. Twenty girls, representing the twenty years that Rip is asleep, enter in single file and slowly dance about Rip. Each Year does something to him. Two of them give him a long white beard; some give him long white hair; others with long brushes paint in lines and wrinkles; still others bend his back and break his gun. While some of the Years are working upon Rip, the rest dance slowly about him. (At this point make up some dreams of your own. Add as many episodes and interludes as you desire.)

Final Interlude. Slowly Rip awakens. He stretches and yawns. Creakingly he rises. Brown leaves cling to his hair and beard. He has great difficulty trying to stand erect. He passes his hand in bewilderment across his eyes. He looks about him and calls and whistles for Schneider, who does not come. He picks up his gun. It is broken and rusty. In dismay Rip uses it as a cane. He looks at his long white beard in terror. He begins to shake and weep. Then he slowly starts across the stage towards the building.

Epilogue. Another group of children are playing games. They are dressed differently. (Remember that this is twenty years later.) They see old Rip and run to him. They laugh at him and poke fun at his old clothes and long beard and hair. Some older people enter and stare at him. Rip tells them who he is, but they do not recognize him. Two of them go off and come back with an old, old lady. She stares hard at Rip, recognizes him and tells the rest who he is. They shake hands with him and clap him on the back, then go off. The children form a circle about Rip and begin to dance and sing. Rip takes a very little girl upon his knee and watches the children joyfully. At the conclusion of the dance the children group about Rip, two take him by the hand and lead him off, the whole group singing a merry song.

A Few Suggestions

This pageant outline is, of course, roughly drawn. It can be added to, changed, built upon, in any way that you please. It does, however, show the place of imagination in pageantry. Any

(Continued on page 274)

The Institute Comes to Town

By WEAVER W. PANGBURN
National Recreation Association

ON A RAW November afternoon in 1935, seventy men and women emerged from the Latham Community Center in Milwaukee and trooped along North Ninth Street, stopping now and then to take notes and mystifying the residents.

Two women were heard in conversation. One said, "Look at all them people. They must be going to widen the street." Another woman became militant. Seeing the group of strangers clustered about a tree in front of her house, she stalked to the edge of an upper veranda, stood with arms akimbo and in a high, firm voice volunteered, "That's *my* tree."

However, the expedition which so puzzled the residents of North Ninth Street was not a street broadening project. It was an observation trip of a class in nature study, led by Dr. William G. Vinal, late of Western Reserve University, now of the National Recreation Association, and familiarly known as "Captain Bill" to thousands of campers, teachers, Scout leaders and playground directors. Captain Bill's excursion along the "nature trail" of North Ninth Street was one of the projects of a recreation institute, sponsored by the Milwaukee Public Schools, the Council of Social Agencies and the Milwaukee County WPA, and conducted by the National Recreation Association.

Designed for employed recreation workers in public and private agencies and teachers principally, the institute embraced besides nature study, music, drama, arts and crafts, social recreation and games, and organization and administration. James Edward Rogers, director of the Physical Education Service of the National Recreation Association, was director of the institute. The instructors were A. D. Zanzig in music, Jack Stuart Knapp in drama, Ruth Canfield in arts and crafts, J. R. Batchelor in social recreation, and Dr. Vinal in nature study as already mentioned. Mr. Rogers taught the course in organization and administration.

In September 1935, the National Recreation Association initiated a series of four week recreation institutes of a new type for training workers. They were sponsored by local agencies in sixteen cities in the East and Middle West. The institutes were received with such enthusiasm that the Association will continue to conduct them during the ensuing year. It is planned in the future to offer fewer courses and to double the amount of time given most of the subjects. Information regarding the institutes will be found in this article. Further facts may be secured from the National Recreation Association, 315 Fourth Avenue, New York City.

Training Secured While on the Job

The Milwaukee institute was one of sixteen conducted in the Middle West and the East between Labor Day, 1935, and late June, 1936. Other than Milwaukee, the cities sponsoring institutes were Pittsburgh, Cleveland, Cincinnati, Detroit, Indianapolis, St. Paul, Minneapolis, Kansas City, Mo., St. Louis, Louisville, Baltimore, Boston, Providence, Worcester and Springfield, Massachusetts. Eugene T. Lies, Weaver W. Pangburn, James E. Rogers and J. W. Faust were directors of the institutes. Besides the instructors referred to, Frank Staples, formerly director of the New Hampshire League of Arts and Crafts, and now on the staff of the National Recreation Association, had charge of the arts and crafts courses in several cities; Ethel Bowers taught most of the courses in social recreation and games, and in activities for women and girls in many of the cities, while Mary Breen conducted them in others; and Robert K. Murray, Elizabeth Mitchell, George D. Butler, and E. T. Attwell were also associated with the institutes in teaching and other capacities.

Governor Theodore Francis Green of Rhode Island, speaking at the opening of the Providence course, well voiced the ultimate purpose of the institutes, "The public in general as well as recreation leaders in public and private agencies in particular. needs to be trained in the

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more advantageous use of leisure time." The immediate purposes were to arouse a larger vision of the content and value in recreational activities, to add to the workers' stock of skills and techniques and to acquaint them with the resources of their own communities.

Beginning at nine o'clock in the morning and, except for special late afternoon and evening classes, concluding in mid-afternoon, the sessions permitted the students to rush off to their settlements, offices, community centers or playgrounds and carry on their daily work without much loss of time. To be sure, that made a very full day of it while the course lasted, but it fulfilled one of the objectives of the institute, which was to give training to people on the job. And from the point of view of the students it was also very inexpensive training, as no one was obliged to lose a part of his salary and to go to the expense of travel to a distant city.

"In addition to instruction and inspiration, the institute has created a spirit of fellowship and oneness among workers from the several agencies. I am looking forward to better programs within agencies, better cooperation between them and a great extension of recreation service throughout the community. We want you to know that the National Recreation Association has made a great contribution to St. Louis. We are indebted to you and we hope to put into practice the ideals and skills which you have brought to us."

From *L. C. Gardner,* Superintendent, Wesley House, St. Louis, Missouri.

Subject Matter

Organization and Administration. In the organization and administration course the methods of joint thinking and action among recreation agencies, the relation of the leader to his neighborhood, and the interpretation of recreation as well as many details of administration and management were presented. There was much discussion from the floor and sometimes special panel discussions were held with executives from various agencies invited to participate.

Music. Among other subjects the music course included the easy learning of simple vocal music suited to informal singing, practice in song leading, and discussion of the organization and management of musical groups, the qualities and methods of music group leaders, music festivals and music appreciation. Two men who had specialized in physical education wanted to take the entire course except music. The director of the institute suggested that they attend one session of the music class before making their final decision. They attended that session with their tongues figuratively in their cheeks. But like the man "who came to scoff and remained to pray" they then enthusiastically enrolled in the class.

Few people could spend an hour in the music group without having music mean far more to them than it had ever meant before. As the educational director of a large center wrote, "People who were sure they lacked the power of self-entertainment and *knew* that their voices could bring neither joy to others nor solace to themselves, discovered for the first time in their lives that they possessed the urge, the will and the skill to give utterance to tuneful and captivating lilts."

Nature. The nature course offered a broad introduction to the fascinating field of nature recreation. Dr. Vinal carried his class through such subjects as gardening, camping, hiking, nature clubs, trails, trailside museums, arboretums, zoos, museums, nature handcraft, indoor nature games, collections, bird sanctuaries, conservation, and local nature history. Charts, slides, demonstrations, hikes and cook-outs were employed in the development of the course.

School teachers came out for Captain Bill's afternoon and evening classes in large numbers. And so did some of his former campers, for Dr. Vinal ran a camp on Cape Cod for twelve summers. In every city he found many friends.

Drama. In drama, stage make-up, casting, rehearsals, the speaking voice and to a more limited extent scenery, costuming and lighting, were discussed, and out of each class players' clubs were formed. Much time was given to the production of not too difficult one-act plays which were put on at the end of the course in rehearsal form with a clinic following. In the drama course, along with persons never before in a play or having any connection with drama were ex-professionals who had played with Mantell, DeWolf Hopper and other stars; yet they worked harmoniously with the novices. Approximately one-third of the drama students had had some previous experience in play production; possibly 70% had taken part in a high school or church play.

To the faculty one of the satisfactions of the institute was to observe the reactions of individu-

als whose work had been highly specialized but who were taking the entire course. A golf professional turned out to be an excellent leading man as Thornton in "The Music Box."

Social Recreation. In the social recreation course Miss Bowers and the other instructors helped to solve such leadership problems as what to do on rainy days, breaking the ice among strangers at parties, solving party situations where there were too many men or too many women, and adaptation of social affairs to small space. Musical mixers, square dances and folk games were given much attention, as were the organization of social recreation teams and the methods of party planning and leadership. At a time when the competitive idea is still closely linked to recreation, particularly in athletics, the emphasis in the institutes was always toward cooperation. In Kansas City an old janitor stood at the gymnasium entrance watching sixty men and women engaged in folk dances and games. "What kind of a game is that?" he sniffed contemptuously.

"It is a very good game," said the director, also an onlooker, "You can see they are having a good time."

"Don't think much of it," the old man growled, "nobody seems to win."

"They all win," the director suggested.

Miss Bowers constantly pointed out how the games and folk dances could be managed and applied in different situations. For after all, the purpose of the institute was not just to provide the persons enrolled with a good time. It was to develop skill and understanding among the students as leaders and teachers.

The recreational activities of women and girls from six years onward through pre-adolescence, adolescence, the mating age, and middle and later life, comprised the subject matter of the course in activities for women and girls.

Arts and Crafts. Students in arts and crafts had opportunity to work with materials, brief as the time was. However, Miss Canfield, Mr. Staples and Miss Mitchell stressed the fundamental nature of materials, the appropriate processes and tools, and the plans or designs natural to the respective materials. Toward the end of this course a mimeographed statement was given each student which listed the titles in the local library on the various crafts (with catalogue numbers), local teachers in woodwork, carving, carpentry, pottery, textiles, block printing, metal crafts, basketry, leather crafts, papier-mâché, taxidermy, etc., local craftsmen and local sources of material.

From St. Paul a member of the institute wrote Miss Canfield after the course, "It might interest you to know that when I tried to buy wood carving tools today, the stores were sold out. In one art shop the man wondered what had been going on lately because both men and women had been in each day for tools."

For many members of the arts and crafts course the first session was something of a shock. At least it was for those who had been using handcrafts as a kind of busy work or time filler or had been working with flimsy materials and patterns. The instructors' insistence on original designs and on aiming at utility and durability was a new challenge at the outset. The second session usually found the students adjusted and ready to go along with the new viewpoint.

Councils of Social Agencies Active

In every city councils of social agencies were active in sponsoring the institutes, usually in cooperation with municipal recreation departments and sometimes with public schools. WPA and NYA also cooperated enthusiastically since a special division of the course had been set up for recreation leaders under these governmental agencies. Thoroughness of advance work in preparation for the institutes was of course extremely important in building up the classes.

These itinerant institutes were held in community centers, Y.M.C.A.'s, public schools, churches, Y. W. C. A.'s, boys' clubs, Jewish centers and in one case at a college. Organizations were glad to house the institute, not only out of a spirit of generosity but

> **"At a meeting held yesterday the Executive Committee of the Council of Social Agencies took action to express warm appreciation of the splendid piece of work done in this community by the staff of the Recreation Institute. Indianapolis is fortunate to have been included by the National Recreation Association among the cities in which the institute was held. It has been most gratifying to note the interest shown by recreation workers in both public and private agencies. There has been a fine spirit of cooperation all the way through and much good has been accomplished."—*Raymond F. Clapp*, Executive Secretary, Council of Social Agencies.**

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also because of the obvious influence on their own leadership and activities.

The Association was eager to have as many full-course students as possible, that is, persons enrolling for all the subjects throughout the month. It was believed that for individuals whose professional experience had been limited to one or two interests, an introduction to others would be stimulating and broadening. In a total of 3,823 registrants in the sixteen institutes, approximately one-half did take the whole course.

The distribution of enrollment among those not taking the entire course was as follows:

Social Recreation and Games	484
Arts and Crafts	408
Nature	406
Organization and Administration	322
Music	271
Drama	262
Recreation for Women and Girls	236

Representative of the sources from which students came to the institutes is the following analysis of the attendance in one of the eastern cities:

Teachers at public schools and institutions
Teachers at CCC Camps
Recreation leaders at playgrounds and clubs
Recreation supervisors and directors
Housewives
Y.W.C.A. staff
Taking course for personal interest
Directors and staff members at boys' clubs
Girl Scout leaders
Settlements
Business organizations
Nurses
Students
Children's Bureau, State House
Camp Fire Girls
Dept. Public Welfare, Social Workers
Homemakers Club
Music directors
Church organist
Board of Recreation, City Hall
Bureau for the Handicapped
4-H Club director
College professor
Y.M.C.A.
Salvation Army
Girls' City Club
Miscellaneous

Their days well filled with classes and individual conferences, the members of the faculty had little time left in which to respond to the numerous requests which came for talks and demonstrations. However, they managed to fill a number of such engagements. There were also occasions which brought the instructors in touch with the lay people of the communities. One of the largest of these was a public dinner in Cincinnati, sponsored by the Council of Social Agencies and attended by 350 persons. Russell Wilson, Cincinnati's brilliant mayor, presided.

Results

The remote results of such training courses cannot be gauged so soon after their completion. However, the immediate results based on observation of what is happening in cities and on the communications and verbal comments of hundreds of the students, may be outlined as follows:

1. In some cities where municipal or semi-public agencies had a large number of their staff members in the institute, the whole program of such agencies was revitalized. The director of the leisure time division of one council of social agencies declared that his next year's program would be formulated on the basis of what had been learned in the institute.

2. The course gave rise to better understanding among organizations and to cooperative projects such as the planning of a spring festival undertaken by several settlements. Drama, music, art, nature study and other groups formed at the institutes organized to continue after the course concluded. In some cities it was reported that the joint sponsorship of the institute had been the first local instance of close cooperation between public and private recreational agencies.

3. Departments of work in some cities were drastically revised. In other cities new activities were added.

4. Individuals completed the courses in possession of new skills in activities, new factual information on program planning and management, the organization of activities and community resources, and a better understanding of the meaning of recreation.

5. Many reported a new confidence in facing the day's duties in recreation leadership.

6. Finally, and by no means least in importance, is a widespread testimony to the receiving of that inspiration which magnetic teachers are able to give members of their classes. Many spoke or wrote of this, some in the immoderate terms with which fans address movie stars or matinee idols, others with restraint but no less enthusiasm.

Perhaps no more significant comment was made than that by one who herself stands in the highest rank of recreation leaders. Dorothy Enderis, director of municipal recreation and adult education in Milwaukee, wrote the Association:

"Please accept our most sincere gratitude for including Milwaukee on your institute list. I assure you our workers are not only professionally but spiritually the richer for this contact with your capable, devoted staff of instructors. The effects of their work will long be felt in Milwaukee."

Recreation at a Mental Hospital

By
BETTY SNYDER
Director of Recreation
Anna State Hospital

At the Anna State Hospital, Anna, Illinois, much emphasis is laid on the therapeutic values of recreation, and experience at that institution is proving the importance of a recreation program in the treatment of mental patients.

WHEN THE average layman is told that a very definite recreation program is being planned as a therapeutic medium for patients in a mental hospital he looks somewhat askance and says, "What kind of recreation could you possibly give them?"

Those of us who have ever been inside a hospital know that by far the vast majority of patients are orderly and well behaved; that they have a zest for living. We initiates know that we can give our patients anything that we can give a normal group and that in most cases they will respond as well or even better than do most normal groups. We have tried everything from wienie roasts to a miniature Century of Progress Fair. Not only have they accepted and enjoyed these events but they have come up smiling for more. Just as soon as one project is completed they want to know how soon we are going to start something else. They are not overstimulated; they are interested; they want to be doing things.

We have been very fortunate to have as managing officer Dr. Ralph Allison Goodner, a veteran in state service and the father of many reforms in the treatment of mental patients. He believes thoroughly in recreation as a therapeutic medium. Because of Dr. Goodner's liberality and vision the department has been given practically carte blanche in the type of activities offered our patients. It is because we have tried activities that are given to normal groups that we know mental patients will respond to any recreation program that is attractively presented. Adaptations of games of course have to be made, but where is the play leader of a normal group that hasn't at some time adapted games to suit the needs of her group? Our better groups follow game patterns very well. It is for our deteriorated groups that most adaptations have to be made.

There are two workers in the department at Anna State Hospital, which, incidentally, was the first hospital in the state to have a trained recreation worker as distinct from the purely physical education director. Working in close cooperation with the department are the director of music and the Occupational Therapy department. There is no recreation building, but a chapel is used for large group activities and class work. The work is divided into three classes: individual, small group and mass activities. Individual work consists of treating patients who are unsocial in their attitudes or who are apparently crushed in contact with other patients. Primarily individual work confines itself to music, hiking, reading and semi-formal exercise. The goal is to prepare these individuals for a happy adjustment in a social group.

The Activities

In small groups quiet and active games, folk dancing, singing, clay modeling, drawing, hiking, calisthenics, and informal stunts form the basis of activities. These small groups consist largely of the more deteriorated patients.

With the better type of patient dramatics and social activities are stressed. There is an

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effort to socialize the patient preparatory to his going home. The interest and enthusiasm for dramatics has been more than gratifying. Patients have not only taken all the roles in plays but have assisted materially in making costumes and sets. We have put on such plays as "Birds' Christmas Carol," "Old Lady 31" and the "Holy Sepulchre." In addition, several minstrels, one-act plays, pantomimes and tableaux have been presented. Indeed, our Christmas tableaux have become somewhat of a tradition, for the patients ask for them each year as well as our Christmas play. We have had numerous stunt nights, radio broadcasts and a medicine show. Our patients like comedy far better than they do the more serious type of dramatic activity with the single exception, perhaps, of religious drama. At Christmas and at Easter they feel that we ought to have something dealing with the religious aspects of those holidays. It is interesting to note here that our people, particularly the older ones, seem to enjoy the singing of hymns more than they do popular songs at our community singing.

"Not only does recreation prove a contributing factor in the large number of cures that are effected each year, but it undoubtedly staves off deterioration. We do not know that a recreation program alone can effect cures, but we *do* know that our patients are happy. When sick people are happy they are one step nearer recovery."
—Dr. Ralph Allison Goodner.

Anna patients have a real and very healthy pride in their dramatic accomplishments. They have given several plays in town. The invitation which pleased them most came when they were invited to take part in a community pageant in which more than three hundred citizens participated. They acquitted themselves very well, so well, in fact, that many people in town would scarcely believe they were patients. They expected them to be rowdies. Instead they proved to be a most cooperative group of ladies and gentlemen. It is the exception rather than the rule when one of our better patients is annoying. When that does happen group censure quickly brings the culprit back into the fold.

In my opinion dramatics is one of the most important of patient activities. We never insist that a patient take part in a play or in any activity, for that matter, but frequently they are urged to do so. Many times the patient who has been the most reticent about being in a play or joining a dancing class has been the most enthusiastic after joining.

"O, I could never learn that!" has been changed to, "When do we start a new play?" or "Let's have another party soon." Very recently a young man had to be urged and urged to take part in a play. The worker felt that this boy really needed the contact with the other characters in the play who were all on better wards. Finally, on the advice of the ward attendant, of whom he was very fond, this boy said he would come to the first rehearsal provided he might drop out if he didn't like it. We agreed, hoping, with our fingers crossed, that he would decide to remain! He came to the first rehearsal and then kept on coming. He forgot that he had said he was much too nervous, that he could never get up before an audience and that he didn't like to be with people anyway. When the pageant was given this patient was one of the most active members of the group. He helped with the sets and with the make-up. Nothing was too difficult for him to do to help make the pageant a success. It might be interesting to mention that this boy received a parole just before the pageant was presented.

Contact with people on the "outside" helps the patient a great deal. He feels (if he acquits himself well) that the difference between a normal individual and himself is not so great. It gives him that confidence in himself that he will so sorely need when he gets home to his people and friends. It makes the gulf between him and his friends seem so much smaller and the process of adjustment to the outside world when he does leave the institution so much simpler.

Patient talent is used whenever possible. The pride in accomplishment by members of their own group serves as a stimulus and inspiration. We try to suggest activities which we feel will be successful. Nothing succeeds like success—that adage finds full vindication in work with patients.

What are some of the activities in which our better patients engage? Aside from dancing classes and dramatic groups we have a har-

monica band, spiritual singing group (composed of Negroes), orchestra, band, choir, public speaking and reading classes for our patients who have impairment of vision. Perhaps one of the most successful groups at the institution is the Men's Club. It has a membership of 148 parolled men and is run as is any other adult club. Their club room is a converted peeling shed, but its humble origin does not in any way detract from their pride in their quarters. Every member must have a membership card and woe betide the man who seeks admission without that card! Of course every parolled man is eligible to membership and may obtain a card for the mere asking. In the two years of the club's history only one man has had to turn his card in because he did not live up to the standards of the group.

Our mass activities, which more than three hundred patients attend, are divided for the patients in the Occcupational Therapy department and those in the Industrial department. For both groups at different times during the week we have community singing, band concerts, dances and movies. We vary our community singing by having what we call a "social" twice a month. Much the same program is followed here as at a community center game hour—games, singing and dancing, both round and square dances.

An effort is made to have a special dance or party at least once a month. These parties vary in character and are usually in observance of some special day or holiday. Among the affairs given have been a kid party, newspaper party, backward party, hobo party, April Fool party, and barn dance. One of the most successful parties we have ever given was a wienie roast attended by more than 500 patients. Under careful supervision each patient roasted his own wienie and fixed his sandwich. Although this affair was held at night not a single instance of misconduct or attempt at escape was reported. Even our most deteriorated patients have responded to the lure of building a fire and toasting something over it. The latter group must, of course, be very small and the supervision constant.

At intervals fair sized groups (25 to 30 patients) have gone out and cooked a whole meal. It is rather bewildering to a person who has the privilege of preparing his own food to see with what enthusiasm these patients peel potatoes, fry hamburgers, clean pans and do the scores of little things attendant on a supper outdoors. One patient became so enthusiastic about these outdoor suppers that she sent off to a magazine asking for specifications for building an outdoor stove. The specifications came and her dream of an outdoor stove and cooking class may soon be a reality.

At present we are attempting to bring some sort of recreation other than quiet games to those patients who cannot leave the wards. There are radios on practically every ward. An itinerant string band and a choral group visit the more deteriorated wards on special occasions. Parties and programs have been held on many of these wards. We have both a book and game library. While our library is at present rather limited in material suitable for our patients, we are gradually increasing the number of books which appeal and are of benefit to our patients. We try as much as possible in reading material as well as in other recreational pursuits to select material which does not involve great emotional strain or present stirring sociological problems. They like those activities which leave them with a pleasant feeling. Instinctively most of our patients choose what is best for them.

There are other activities of which our patients are fond. Baseball is chief among these, then croquet, horseshoe pitching, pinochle, and rummy. On several of the wards ping pong and wall baseball have gone over pretty well. Checkers is a perennial favorite as are dominoes, lotto, and pitch. At the present writing spelling bees seem to have taken the place by storm. We have had several this winter. Now the patients have challenged the employees to a match. It wouldn't be safe to gamble as to which side would emerge victorious!

Mention should be made, perhaps, of several events which proved of interest to the townsfolk as well as the patients. The largest of these was a miniature Century of Progress Fair. Hospital grounds were transformed into a fair ground patterned, in a very, very modest way, after the Chicago Fair. One of the most interesting exhibits both to patients and visitors was one prepared by the nursing department of the hospital tracing the history of the

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The Island of Play

By JOHN H. FINLEY

On July 11th the new stadium at Randall's Island, New York, one of the city's most ambitious recreational projects, was dedicated with appropriate ceremonies. In his delightful address on that occasion Dr. Finley characteristically found in the Indian word for Island of Play — "Menatey Papaley"— a phrase which "seems a stammering toward 'Men at Play.'"

THE DEDICATION of this stadium could not be complete without mention of ancient Greece from which it takes its name. And the incident which seems most appropriate for this occasion is that recorded by Themistocles who, being asked whether he would rather be Achilles or Homer, answered, "Which would you rather be, a conqueror in the Olympic Games or the crier that proclaims the conqueror?"

For myself I'd rather be the author and finisher of this wonderful project tying three great cities together and into the mainland of America, and incidentally providing a playground for millions (who will forget our little speeches), than be either an Olympian conqueror or even a Homeric announcer at the Olympic Games, which will many times in the coming centuries be held here. Those who have done this should be "happy enough to pity Caesar."

The Indians called this little island "Minnahanonck." It has had a drab and dreary existence till now beside the famed island of Manhattan, upon which it has seen the towers mount into the skies. For a long time after man came it was a potter's field, a place for the burial of the poor and the stranger dead. It was also an almshouse for the living without home or friends. It has lately been desired as a resting place for convalescents. But it now has come into a happier fate. It is the Island of the Tir-nan-Og, that is, the Island of the Ever Young, like the Island of Syra mentioned in Homer where the people never died of any hateful sickness, for here even those who are aged in years will keep young of heart, the Island of Play—or as the Indians would call it in their language, "Menatey Papaley"— which seems a stammering toward Men at Play.

I was brought up on the school song, "Work, for the night is coming." We were to work through the morning hours, work 'mid springing flowers, work while the day grows brighter under the glowing sun and then to work on till the last beam fadeth—fadeth to shine no more — to work for the night is coming, when man works no more. But the workaday world is to live not by work alone, just as man is not to live by bread alone. He is to have more and more free time for the perfecting of his own being, through recreation.

When flying over this continent between the Atlantic and the Pacific and looking down upon the earth, the man-made features of the landscape that most impressed me, aside from the churches and the schoolhouses, were the playgrounds. There was hardly a city or town (or village, even) in which there were not clearly distinguished places for play of one kind or other; school yards, ball fields, tennis courts, golf courses, with here and there a stadium or open-air theater —such as I saw in Berkeley a few weeks ago looking out upon the Pacific and as we have on St. Nicholas Heights. The urban shadows are lightened by these open spaces for recreation which happily grow more numerous.

It has occurred to me that if the Lord had such an intimate view of this part of His planet as I have had in these flights, and as I had a few evenings ago in walking the length of this bridge, He must be pleased that the descendants of Adam and Eve, who were doomed to earn their bread in the sweat of their face, could have so much time to play and so to recover their lost paradise. Heaven is pictured in the Book of Revelation, not as a country place, nor as an orange grove, but as a city—a city with trees whose leaves are for the healing of nations, a city into which nothing is admitted that works an abomination or makes a lie. Even the angel inhabitants of that city must

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Making Play Safe for Our Children

A problem which is becoming increasingly urgent as automobile traffic every year grows more dangerous

THE SOMERVILLE, Massachusetts, Recreation Commission from July 1 to August 23, 1935, conducted a child accident survey and safety program. As features of the campaign large signs "Showers, Children, Slow!" were attached to the barriers set up on either end of the areas where street hydrant showers were in use. The barriers were not removed and the autoists were not allowed to drive over wet streets until all the children were on the sidewalks. A hazard noted here was the danger of autoists skidding on wet streets. The street drains into which hydrant shower water drain were checked in order to be sure they were not obstructed by refuse at the entrance causing an overflow and subsequent danger from flooded streets. Children going to or returning from playgrounds were instructed to cross streets only at marked cross walks and preferably where a police officer was on duty. At closing periods on the playgrounds play leaders escorted groups of children across streets.

Ten ERA recreation workers voluntarily attended a Red Cross first aid course given evenings at the Recreation Commission's office. In addition to these ten trained workers, ten other workers unable to devote full time to the training course received an elementary knowledge of the subject. Well-equipped first aid kits were placed on all playgrounds with instructions covering accidents and emergencies listed inside the covers. These kits were frequently inspected and material replaced.

Eight performances of safety plays furnished by the Massachusetts Safety Council were given before audiences of parents and teachers at the playgrounds. Safety talks were given to the children on all the playgrounds and a large number of safety posters furnished by the Massachusetts Safety Council or made by the sign painters of the Recreation Emergency Project were placed in windows of empty stores. Posters were also mounted for use on playgrounds and placed near exits.

Sixteen playgrounds established child safety patrols which functioned efficiently and materially aided play leaders in their efforts to reduce accidents. About 400 arm bands and certificates showing service on these patrols were awarded playground children. On some playgrounds, a "Help a Playmate Club" was formed with celluloid button insignia showing probationary service as a prerequisite to service on the regular safety patrol.

A child accident incident survey was conducted in connection with the safety program. All data concerning child street accidents occurring during the playground season was received in accident reports obtained from the police. Accidents were recorded on the child accident spot map at the Recreation Commission office with accidents recorded when reported. Individual accidents were summarized and sent to the playground nearest the scene of the accident to be used as the basis for safety talks by play leaders.

Courtesy Safety Education

The statistics compiled show a number of interesting factors. The high level of child accidents occurred

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between 11:00 A. M. and 1:00 P. M. and again between 5:00 and 7:00 P. M. The chief cause of street accidents was running out from between parked cars into streets or darting into streets from sidewalks. Other common causes were playing in streets, hitching rides, and running into automobiles while riding bicycles. No known instance was found of any child being injured either on the way to or from supervised playgrounds.

"How can we save children from the frightful deaths so many of them meet each year from automobile traffic?" Dr. S. Parkes Cadman answers this question: "By spending less money on motors and motorists and more on our youngsters. . . . Playgrounds are their chief protection not only against the most dangerous vehicular traffic in the world, but against future criminality and disgrace. Child health, safety and moral development are fostered by recreation centers supervised by competent leadership. Judges, police officials, school superintendents, business men and parents are of one mind about the beneficial effects of playgrounds for growing children and recreation centers for adolescents and young people."

Over thirty newspaper articles and editorials appeared both in local and Boston papers. Five large illustrations were published in a Boston paper of children using Somerville playground safety methods and appliances. The moving picture houses of the city ran an effective film "trailer" showing statistics of child accidents.

A playground safety exhibit was used as part of the program. This consists of a miniature street scene complete with a playground, houses, vacant lots, streets, traffic lights, marked cross walks, and traffic signs. Child figures are shown crossing streets in both the right and wrong way, the street scene serving as a visual safety lesson. Other articles in the exhibit include safety barriers, flags, patrol arm bands, and first aid kits. A background for the exhibit was supplied by a series of original safety posters. All workmanship was furnished by skilled mechanics and recreation leaders of the ERA recreation projects. The exhibit was shown in store windows of Boston and Somerville and at the playground festival at Concord, Massachusetts.

City officials gave invaluable cooperation in the campaign. Police cooperation was of the highest order. Among safety measures promoted by the Chief of Police was a public warning to motorists that speeding would not be tolerated in the streets, the reading to all officers of a request for cooperation in safety measures from the Massachusetts Safety Council, and the assigning of officers and cruiser cars to the neighborhood playgrounds during closing hours.

Through the cooperation of the Street Commissioner, main streets adjacent to the playgrounds not connected with schools were marked in large white letters, "Playground, Children, Slow!" Streets adjacent to school yard playgrounds were marked with the usual, "School, Slow!" warning, together with large red crosses. Cross walks and safety lines were marked conspicuously.

Safety Activities in Philadelphia

Safety activities on the playgrounds and in the adjoining streets are becoming increasingly effective in Philadelphia, Pennsylvania, according to a recent report by the Bureau of Recreation of the Department of Public Welfare. Emphasis on accident prevention is greatest during the summer months when the need is greatest. The Keystone Automobile Club cooperates with the Bureau in training children to be careful and to help others to be careful. A member of the safety staff of the club made regular visits to the thirty-eight centers last summer inspecting the work of the safety squads which were organized by the principals and teachers. A check against official records of accidents indicated the effectiveness of the work in which over 1,200 children took part as safety squad members. During the Safety Week demonstration it was estimated that 5,072 children and adults participated.

As a reward for their good work, flags and medals were awarded safety captains and the centers which made the best records. Presentation of these awards by Mayor Moore at formal exercises in his reception room in City Hall placed an official seal of recognition on the safety campaign.

Backyard Playgrounds in the Safety Program

Last summer the Flint, Michigan, Automobile Club conducted a safety playground contest which resulted in the reduction of child traffic accidents to a remarkably low figure. Twelve hundred and thirty-four registered backyard playgrounds were established with an average daily attendance of 6,500. These were exclusive of the city playgrounds operated by the Recreation Department.

(See page 263 for an account of the project)

For the Happiness of the Community

Courtesy The American Architect *Photo by Samuel H. Gottscho*

By LOUISE P. BLACKHAM
Recreation Consultant, Hillside Homes
Bronx, New York City

"A PROGRAM for leisure time that will develop a people who increasingly enjoy working together for the betterment and the happiness of their community," was the plea made by Eduard Lindeman at the National Recreation Congress last fall. The large housing developments coming into being in this country provide a rare opportunity for the achievement of this ideal. There is an eager, adventurous spirit among those who move into such developments and a universal desire to establish themselves as active members of the community, which go far toward developing a genuine community spirit. The architectural setting and the standard of conveniences for living which such developments mean establish a basis for pride in community.

A Community of 1,400 Families

Hillside is an exciting demonstration of the building of community life by the people of a housing development. Within the first year of its existence 1,400 families from various parts of the city have discovered and are rejoicing in the surprising power they have found within themselves to create all the advantages necessary for a life full of interest for themselves and of promise for their children.

At a recent social gathering of leaders in the community there were present men and women who have assumed during the year leadership in boys' and girls' clubs, who have served on the community playground, have organized music, art, drama, athletic and social groups, have worked together to equip the playground with adequate supplies, have together raised funds to finance the nursery school, and each week have

issued a newspaper to keep the community informed of developments and to carry suggestions for the improvement of community standards. The individuals at this gathering, to be sure, represented specific interests, but the underlying spirit which pervaded the meeting was the dominating spirit of the people of Hillside — a vital force toward a community alive and progressive.

There are many leaders in Hillside's community life perhaps because there has been much freedom and naturalness in the community's growth. No employed worker is permitted to direct or supervise resident activities. There is a consultation service provided by the management which offers cooperation, advice and sometimes stimulation in the development of leisure time interests and which schedules the use of community facilities. The management, however, conducts no activity. Residents who find an interest worth pursuing take upon their own shoulders the full responsibility for carrying it on. They know that cooperation and advice are to be found in the office of the recreation consultant but they also know that responsibility cannot be dropped there.

The plan which provides for this service is developing a self-reliant, self-confident community of citizens. It is also providing a technique of administration which makes possible the conducting of a practically unlimited variety of community interests at a minimum of expense to the management. This is of the utmost importance and must be considered in a development where rentals must be kept at the lowest rate possible. Evidence of the success of this natural though guided community development is seen every day in the atmosphere of joy in living which pervades the community. There are, of course, times of disappointment for those who watch the growth when selfish interest, suspicion or desire for power delay the progress or threaten the confidence of the people. But real progress is necessarily slow. Forty-five hundred people cannot know and trust one another in one short year!

The aim of the leaders and management to establish confidence and a spirit of altruism and to eliminate suspicion was not set up without the realization that these virtues are rare and not easily developed. The objectives were set up because it is believed that a community built on such virtues is strong and needs no cumbersome organization to make it an articulate, vital force.

The residents of this interesting new community are city born and bred and come almost entirely from the Borough of the Bronx. There are salesmen, clerks, owners of small businesses, and in the minority, professional people. They have had little experience in civic responsibility and little opportunity for altruistic expression. To many the idea of standing on their own feet and creating and financing their own opportunities for recreational or educational activities is new. To

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Courtesy The American Architect *Photo by Samuel H. Gottscho*

An Experiment in Organized Street Play

By JOHN FOX
Recreation Leader
Hudson Guild

TO CITY CHILDREN, streets with all their noise and danger are indispensible as play areas. Inadequate park and playground space necessitate their being used in this manner. A stroller through the streets of New York City will see baseball aspirants imitating Babe Ruth, hockey enthusiasts chasing the puck, and children of all ages satisfying their imaginative and creative desires in some manner or other. Streets are not particularly well suited to good recreation programs, yet they afford to leaders of imagination and resourcefulness innumerable educational possibilities, as well as the opportunity for a play program which will to some degree satisfy the needs of any community.

In the early part of March 1936, because of work being done in Chelsea Park where the settlement's outdoor activities are carried on, it became necessary for the Hudson Guild Neighborhood House on West Twenty-seventh Street to plan its outdoor recreation program so that it could be carried on in the street. A plan was drawn up by the boys, in cooperation with a leader, which would involve the use of approximately 600 feet of the street, and would provide different types of games for both boys and girls and opportunities for instruction in painting, woodwork and chip carving.

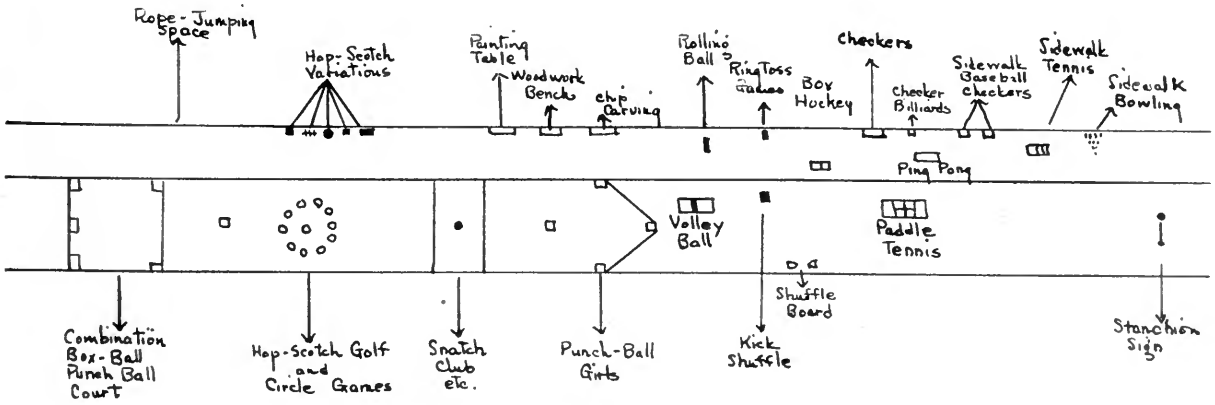
The street was divided into sections for quiet games, active games and other activities as indicated in the diagram.

After the general plan had been decided upon, different groups of boys volunteered to make the necessary equipment. Wood in the form of large planks and broomstick handles was brought to the shop together with quantities of tin cans of different sizes. Six checker boards were painted on a large plank, and broomstick handles cut up and dipped in paint served as checkers.

Paddles for paddle tennis were made of scrap wood, and broomstick handles sunk in cans of cement were used as uprights for the net. Equipment for shuffleboard, rolling ball games, and similar activities was constructed in the same manner. This done, we were ready to launch our program.

The Traffic Problem

The greatest problem in connection with the working out of the project was traffic. Pleasure cars, trucks and taxicabs, paying no heed to the playstreet sign, drove through at a terrific speed, proving a definite menace to the success of our work. To prevent this it was decided to tie a rope between two stanchions. This proved a success until the policeman on the beat complained and threatened arrest to anyone found putting the rope up. We interceded with the Police Department and received permission to replace the rope with a sign. Painted on an old window shade, it showed a boy and girl catching ball, and carried



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in addition to the designation "Play Street," the plea, "We Love Our Children. Please Detour Unless You Have Business in This Block." Thus the traffic problem was solved.

Six WPA workers and a large group of young boys and girls employed by the N.Y.A. provided leadership. Weekly meetings at which problems were discussed and experiences exchanged helped the program considerably. Meetings were also held with the N.Y.A. leaders, as means of educating them for recreation leadership.

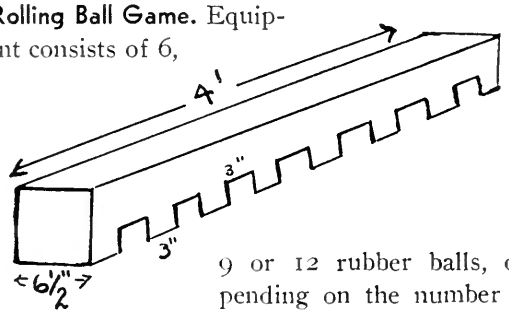
A Few Street Games

A few of the games adapted by the children to use on the play street are show here.

Sidewalk Bowling. The equipment for this game consists of nine pieces of scrap wood approximately 4" x 2" x 2" and one piece of broomstick handle about six inches long. These blocks are set up in the same way as bowling pins, and with one block in the first row, two in the second, three in the third and four in the last. The blocks are 13 inches apart, and the player stands 15 feet from the first block.

The object is to roll the broomstick handle in an effort to knock down as many blocks as possible. The players roll in turn and the one who first scores 25 points or any predetermined number is declared winner. If a player misses the blocks entirely, five points are deducted from his total score. A player stepping over the 15 foot line loses five points.

Rolling Ball Game. Equipment consists of 6,



9 or 12 rubber balls, depending on the number of players, and a box set approximately three yards away from a playing line. Each player is given three balls. The object is to roll as many of the balls as possible into the box hole. Players take turns at rolling, and the one who first obtains 100 points or any designated score is winner. A player overstepping the three yard line loses five points.

All of the games indicated in the diagram proved very popular with both boys and girls. Directions for most of them will be found in *88 Successful Play Activities* published by the National Recreation Association. Price $.60. Rules and diagrams for Paddle Tennis may be secured from the Paddle Tennis Association, 285 Madison Avenue, New York City.

Arts and Crafts

Arts and crafts proved extremely successful and popular as street play activities. It was found that working in small concentrated areas made teaching easier. Woodwork proved to be a less noisy activity out of doors than inside, because of the fact that the sounds were not hemmed in by walls. Many interesting paintings and articles in wood were made.

Robert, a nine-year-old newcomer in the neighborhood, stood one day watching the boys and girls chip carving until, unable to resist any longer, he asked the instructor if he might make something. He was soon sitting among the group delightedly carving at an elephant. After completing the chipping he went to the painting teacher, and asked, "May I have some pink paint to paint my elephant with?" The instructor, surprised, asked him, "What color is an elephant?" "Gray," replied the boy. "Well, why paint yours pink then?" queried the instructor. "Well," answered the boy, "it's for my father, and I heard him telling my uncle about the pink elephants he had seen." So Robert's elephant was painted pink. The next day, Robert's mother approached the chip carving instructor and asked many questions about the work with the result that she registered for the coming year.

Picturesque indeed were the paintings of beautiful country scenes against the background of the poor tenement buildings. Night or day that big yellow sun always appeared in the background of the paintings. Amusing indeed was Charles' interpretation of a desert—a huge white area studded with pine trees. Many thrills could be gotten by watching the young artists as they imagined scenes and interpreted the things about them.

Night Play

To provide activities at night floodlights were installed on the outside of the building, and programs of circle and street games of all kinds were arranged for both boys and girls of all ages. To this was added the opportunity of street social dancing on one night a week. This proved very successful from a number of standpoints. It provided entertainment for the mothers and fathers of the neighborhood who

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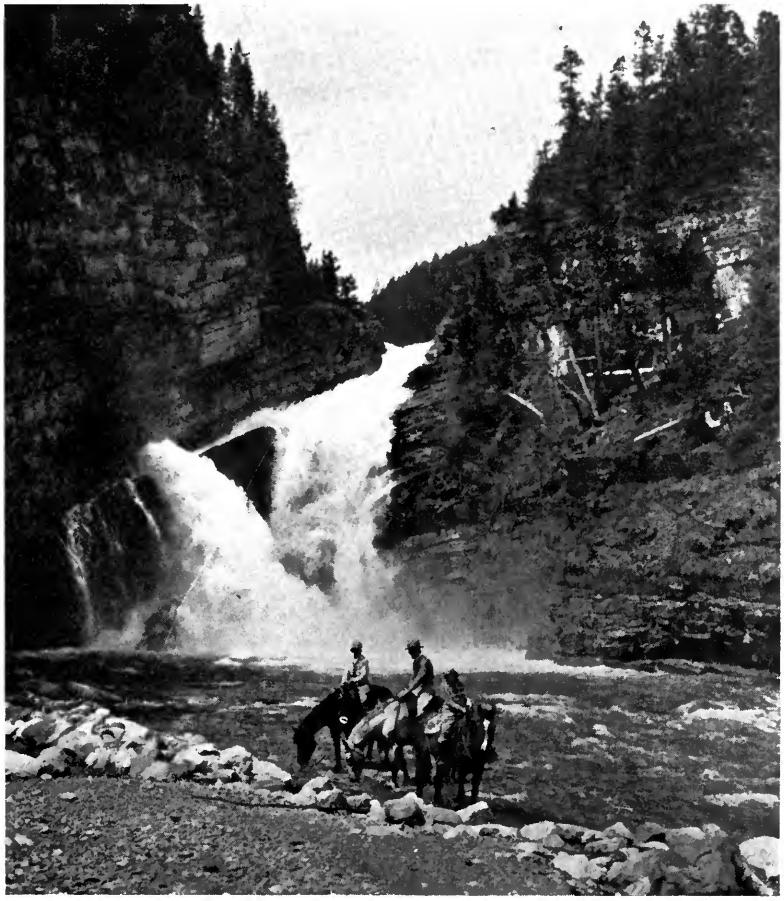
Organized Camps in State Parks

By
JULIAN HARRIS SALOMON
Recreational Specialist in Camping
National Park Service



Courtesy National Parks of Canada

America's parks offer opportunities for camping that cannot be surpassed

THERE ARE some sound reasons why organized camping is a legitimate use of state parks and public lands. Organized camps provide for one of the most intensive uses to which such lands can be put, for the campers are in the park twenty-four hours a day, seven days of the week. Major William A. Welch, who pioneered the idea of organized camping in state parks, has reduced this to some interesting figures. On a camp site of five acres, which accommodates 100 campers, he finds there are 168,000 hours of recreational use in a ten-week season. We can hardly hope to better such a record with our other facilities. When it is taken into consideration that organized camps are conducted by a great variety of urban groups as well as by such rural organizations as 4-H Clubs and the Future Farmers, it can be seen that this type of park use can be made available to all classes of our population.

Large numbers of children and adults who could reach our parks in no other way, are brought into them by organizations operating camps. These organizations also provide leadership for the campers so that their stay in the park may be made of the greatest possible benefit to them. Campers in a properly conducted camp are educated to live comfortably and interestingly out-of-doors. Thus, through training children to enjoy their leisure time in the open, we are raising up generations who will have an appreciation for the proper use of parks and who will become the park users of tomorrow.

Another reason for organized camps is that they can be provided at a low cost per camper. The camping organizations can pay the cost of maintaining the facilities and at the same time make them available at costs any child can meet.

Camps should, furthermore, also be provided because they are badly needed. Many organizations exist that aim to give the great benefits of a camping experience to large numbers of children and adults at a low cost. They are able to do this because funds for the purpose are contributed by

the general public. While they are able to raise funds for camp operating expenses, they often find it difficult and sometimes impossible to secure amounts sufficient for the capital expenditure necessary when a camp site is purchased and the necessary buildings constructed. In many cases such organizations are compelled to get along with inadequate sites and makeshift structures.

This need on the part of the camping organizations is one we are justified in meeting when the recreational and educational values of camping to the state are considered. Public agencies such as schools and city recreation departments are operating camps at present, and there is a strong and steady trend toward more camps of this kind. It is natural that such camps should seek sites on public lands and that we should provide for them.

While I would absolutely limit camps on public lands to those operated by non-profit organizations, I would not exclude the camp that charges part, or all, of its operating costs to the camper. It has long been recognized that money should not be an insurmountable barrier to the joys of camping and that children should not have to be charity cases in order to participate in subsidized camps. The organization camp that charges a low fee provides for that large class of our population that cannot afford to send its children to private camps and which, at the same time, scorns to accept that to which it cannot contribute its fair share.

Camps should also be given a place in our parks because they can use sites which are best suited to their purpose but which otherwise would have little or no use. They require, above all, isolation and seclusion; consequently outlying areas, not readily accessible to the general public, can best be put to this use.

I recognize, of course, that all of our parks are not suited to use for organized camping. We should, however, study existing areas to see what possibilities for providing this type of facility exist. It is possible that camps can be built on lands bordering a scenic park without in any way detracting from the values for which such an area was created.

At the Sixteenth National Conference on State Parks held at Hartford last June, Mr. Salomon classified camps under two general heads—independent and organized. The independent camper, he said, has been fairly well cared for in the state parks, forests and other public lands where trail shelters, cabins and auto tent camps have been provided for his use. Accordingly Mr. Salomon has stressed the needs of the organized camper who "has been provided for only in a few scattered instances, and there are those who challenge his right to any place on public lands."

Views as to the purposes of parks have sometimes conflicted between those who hold that their sole purpose is to preserve a bit of natural domain intact and those who contend that parks should be entirely developed for intensive recreational use. I believe that both views are correct and that areas for both purposes should be set aside by the state. These need not always be separate areas, for where a park is large enough both purposes may be achieved without interfering with each other. Parks should be planned for use as well as for conservation. Areas for use may be selected without destroying scenic beauty or wilderness areas. The latter, of course, are not without their special use, for as Col. Lieber has so well pointed out, they must be protected "for the nature lover, student, artist, dreamer and other impractical but socially, highly important people." What use a park receives will depend on what facilities are provided and whether or not people are educated to use them.

Camp Requirements

Just any piece of land will not do for a camp site. Camps need privacy and isolation so we do not want to crowd them on to a hotel or picnic ground which will interfere with their normal activities and make it impossible for them to achieve the objectives for which they were established. Neither do we want to crowd camps upon one another for the same reason. *Better one good camp in an area than three poor ones.*

Next to privacy camps require safe and adequate water and sanitary facilities, and as swimming is such an important camp activity a lake or pool is needed almost as much as these fundamental services. There are other factors, of course, to be considered in selecting a camp site that we cannot discuss in detail here.

Whether organized camps should or should not be located on a park area, can be decided only after a careful study has been made and each section of the area has been allocated to the use for which it is best fitted.

At present, there exists a great deficiency in camp facilities on public lands. To remedy this situation to some extent the National Park Service and the Resettlement

Administration are developing what are known as "Recreational Demonstration Projects." These are areas planned primarily to provide organized camp facilities. By establishing sound policies of administration and by demanding high standards of operation, it is hoped to demonstrate to the community at large the values of organized camping and to stimulate state and local authorities to develop similar facilities. These areas will meet but a small fraction of the existing need for organized camp sites and structures. We should, therefore, see what we can do to supplement them on public lands already owned, and by additions to parks and other public areas that will be purchased with this specific use in mind. If these areas are carefully chosen to meet local camping needs and then properly developed, they will receive use ample enough to justify fully their acquisition.

The Recreational Demonstration Projects to which Mr. Salomon refers were outlined in the May issue of *Recreation* in an article entitled "The Organized Camp on Recreational Demonstration Projects." In the article will be found the standards for camp operation mentioned in this paper of Mr. Salomon's.

After we have acquired these sites it is necessary that we develop them properly. Organized camping has gone a long way from the days when it was only considered necessary to herd a mass of children out into the woods where it was thought that fresh air and sunlight would do the rest. Camping now has definite educational as well as recreational objectives which can be achieved only under trained leadership operating in a proper environment. A great fund of knowledge on camping has been built up as a result of years of experience and we should not neglect to use it in carrying out our developments. Standards of camp construction and operation have been developed, based on practices that have been found desirable, and new camp developments should be planned to meet them. We should build these camps in the best way we know how and not be content with furnishing bare essentials or substandard camps. If there is any justification for providing camps on public lands, it seems to me that the state has an obligation to build them well.

Unit Development

Organized camps, in the early days, continued to grow in size until, as one writer put it, "they became huge orphan asylums turned loose in the woods." The many disadvantages of massing a large number of campers in a comparatively small area led to the development of what is known as the unit layout. Under this plan the camp is divided into a number of small units which are located out of sight and hearing of each other. As an example, a camp of one hundred campers may be divided into four units of twenty-four campers each and an administrative center. In the latter are located the dining and recreation halls, the infirmary, staff quarters, hot shower house and other buildings necessary to the central administration. Outlying from this, perhaps like the spokes of a wheel, are the units which are composed of sleeping cabins for campers and leaders, a washhouse, a unit lodge which is an assembly and recreation hall for the unit, and an outdoor kitchen. Such an arrangement makes it possible for the units to be operated as independent camps, if desirable or necessary. On the Recreational Demonstration Projects the unit lodges are planned for winter as well as summer use to meet the growing trend toward winter camping.

To serve its purpose successfully, a unit should be designed to house 16, 24, or, at a maximum, 32 campers. Small units make it possible to group children according to their ages, interests and abilities. Such grouping also permits a high degree of personal attention on the part of the counselors, whereas large groups exhaust the leaders. In small groups the child has a chance to find himself and to easily adapt himself to camp living conditions. Children in large groups become overstimulated and the possibilities for fatigue are greatly increased when a large number of children eat, sleep and generally live in too close quarters. Noises, disturbances and problems of discipline all increase proportionately to the size of the group that is housed together.

In addition to these reasons there are also sound health reasons why large groups should not live together in camps. Communicable diseases are not so likely to spread and can be more easily controlled where the groups are kept small.

All of these reasons for dividing the camp in small groups apply equally to the planning of campers' sleeping cabins. Wherever possible, not more than four campers should be housed in a cabin.

Cabins are recommended for use as sleeping quarters for camps on public lands instead of tents, because they have a lower maintenance cost and because they are always ready for use.

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Requirements for Camp Structures

It is not possible in the time I have here to go into detail as to the requirements for camp structures. The National Park Service has collected considerable material on this subject which is fully available to any park authority that may care to make use of it.

Camps on public lands should not be planned to meet the specific needs of any one organization. The aim should be to provide camps of standard capacities such as 25, 50 or 100 campers. The exact sizes of the camps you build should, of course, be determined by a study of local camping needs. Camps of over 100 capacity are expensive to operate and are subject to the disadvantages cited that come with large numbers. An organization can provide a better program in two camps than in one, if its campers number over one hundred.

Organized camps in state parks may be of either the long-term or short-term type. A long-term camp is generally operated by an organization whose camping program runs from eight to ten weeks in the summer and which also operates the camp for school vacation and week-end groups throughout the winter. A short-term camp is one operated by a number of different organizations for a week or two weeks at a time.

In addition to these two types of camps there is need for a third. I do not know just what to call it but for want of better term I might christen it a "group" cabin. This cabin would be planned for summer or winter use and would be built to accommodate organized groups from 10 to 25 campers and their leaders. Such cabins are badly needed near all large centers of population. Like the camps, they would not be rented to individuals but to organizations for annual or short-term use.

Cabins of this type might also be operated by the park authorities as trail lodges. The trail lodge would contain living quarters for a married park employee who would act as custodian, in addition to the quarters for campers. The use of these facilities would be open to all organized groups that had first registered with the park authorities. Such organizations would pay an annual registration fee to help cover maintenance costs, and their members actually using the lodge would pay a small fee in addition. This registration fee would also limit the use of the lodge to groups having responsible adult leadership.

Rentals

This brings us to the question of what fees should be charged for the use of organized camps in state parks. As I stated in the beginning, one of the reasons why organized camps should be provided in parks is that only in this way can many organizations secure adequate sites and structures. If we then proceed to charge the cost of building these facilities to the organizations, we are doing them little service. It is my feeling that the state should bear the cost of constructing the camps and that the camping organization should pay the cost of maintaining the buildings and the sanitary systems, including garbage removal. If we attempt to make our rentals pay for the camps we either provide camps that are inadequately equipped and that will not meet recognized camp standards, or we get our rentals so high that organizations have to pay the greater part of their funds out in rentals and so are forced to skimp on leadership which, after all, is the most important factor in carrying out a successful camping program. Certainly I do not believe that camps should be furnished to organizations rent free, no matter how worthy their purpose. It is a good old American custom not to appreciate what we get for nothing, and camping organizations are no exceptions to this rule. In the same way, I believe that every camper should pay something as a camp fee even though it be only a few cents.

Another disadvantage of trying to base rentals on building costs is that the cost of constructing camps of the same size will vary according to their locality and the difficulty of providing roads, sanitation, and water supply. The camps when completed have the same capacity and one is worth as much as the other to the camping organizations, but the rent on one, if honestly based on costs, will be greater than that on the other. This seems hardly fair.

In addition to supplying the buildings the state should plan to furnish without cost to campers, the same fundamental services of police, health and fire protection that it gives to all other types of park users. Campers should not be considered as enjoying special privileges if camping is a legitimate park use, for parks were not created to confer special privileges but for the enjoyment and use of all the people.

Like all other park fees the rentals charged for camps should be definitely set and these rates should be made public.

(Continued on page 276)

Safety Play Yards in Flint

The world's second city in automobile production is protecting its children

"SAY, AL, haven't you noticed something lately?" a bus driver queried as his companion pulled alongside.

"Well, not particular," Al replied. "What is it?"

"There don't seem to be hardly any kids playing in the streets any more. What's happened to 'em?"

"Now that you mention it, it's certainly a fact. I guess it's this safety play yard movement. Swell idea, too," said Al.

Al was right. A safety play yard movement in Flint, Michigan, is keeping the children off the streets in this city of 165,000 population. And the outstanding benefits were practically, if not eloquently, described in the bus drivers' conversation.

Flint is the world's second city in the production of automobiles. Ninety-five per cent of its industry is devoted to the manufacture of motor vehicles and automotive parts. It is strictly an automobile community. Therefore the traffic problems are manifold, because there is almost one automobile to every family in Flint. To be exact, the ratio of families a car is .81. Total car registration is 35,250.

The Accident Toll Drops

Everywhere accidents to children reach their highest toll during the summer when schools are closed and youngsters play in the streets. Realizing that the total would be reduced if children could be kept off thoroughfares during the long vacation period, public-spirited citizens of Flint started a movement in 1934 to create and encourage establishment of back yard playgrounds. There were only forty such yards established that year, but the accident toll dropped 50% below the 1933 figure, and the number of child deaths was reduced to 66%.

Encouraged by the success of the initial activity, Flint conducted in the summer of this year probably the most intensive child safety playground movement ever launched in the United States. Now it promises to be a permanent safety program in that city.

A total of 1,234 registered back yard safety playgrounds was established, exclusive of the regular civic playgrounds. Accidents to children were fewer by an estimated 25 per cent than in 1934. The average attendance of small children at the back yard play lots was 6,500 daily, and the weekly attendance at the larger supervised civic playgrounds jumped from 23,700 in 1934 to 54,152 in 1935.

Safety Work Is Centralized

The safety play yard movement in Flint was organized and actively managed by Wilson S. Isherwood, general sales manager of the AC Spark Plug Division of General Motors, who is also president of the Flint Automobile Club, and

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a leading advocate of safety measures. Since the success of a plan of this kind lies to a large degree in having one group definitely responsible for carrying it out, the local automobile club was asked to take charge of the project. The club enlisted as cooperating agencies the Parent-Teacher Association, the Flint Police Department, the *Daily Journal*, the Junior League, the Junior Chamber of Commerce, the Boy Scouts and other members of the Flint Council of Recreational Agencies.

The name "Safety Play Movement" was selected and an emblem was adopted consisting of a shield with the words "Safety Play Yard for Every Child." A contest was decided upon consisting of awards for the best play yards established, prizes to be awarded at the end of the vacation school period.

Play yards were divided into the following classifications: Home yards on which not more than $3.00 was spent; home yards on which not more than $15.00 was spent; community or cooperative play yards in back yards or vacant lots which were made by the joint efforts of two or more families. No limit was set on the amount spent in this latter class.

Universal Call for Aid

A four-page pamphlet telling of the entire plan was published. Copies were distributed by all the Flint school teachers to their pupils on the day schools closed for the summer vacation. A safety play yard contest entry blank was printed on the last page of the pamphlet.

A publicity program was drawn up. Window cards were designed for use in store windows throughout the city and for street cars. Painted posters on billboards were put up rent free and at half the painting cost by a local sign company. A printing company sympathetic to the movement and impressed with its great civic appeal made up the pamphlets and posters at cost.

Follow-up work was conducted in a vigorous manner. Six women made contacts with homes in the city. Wherever children were found playing in the street, the parents of these children were immediately asked to join the contest. Those families who were unable to purchase necessary equipment and who could find no obsolete, cast-off material were furnished free iron pipe, rope, burlap and various other materials that local factories and stores gave to the club.

The Automobile Club made an arrangement, particularly with the various manufacturing establishments in Flint, whereby the factories donated usable salvage material to the club which stored it in a central warehouse. While no publicity was given to this free material for play yards, it was sent to persons who otherwise would have been unable to equip a yard. The names and addresses of such persons were noted, their enrollment in the contest was established, and the equipment was forwarded to them in a city truck without cost. The city trucks, in some instances, were employed without cost in clearing away rubbish for installing play yards.

The Safety Crusaders

A member of one of the cooperating agencies, the Boy Scouts, donated their camp facilities for the use of ninety boys known as "Safety Crusaders." These boys were selected the last week of school by the principal. They were required to furnish their own food and clothing, and after receiving one week's training in organizing play, handicraft, games, story-telling and health activities, returned to Flint, where they were sworn in by the Mayor City Manager as Safety Crusaders, given a card designating their authority, and then sent out into various districts to work with the six contact women in charge of the district. These boys watched out for and reported all hazards, guided children to safe places to play, obtained the permission from the owners for the use of vacant lots as play yards, worked on the play yard contest, laid out play yards, organized games and helped in many ways.

While the work of the Crusaders contributed in the reduction of accidents, it was decided that in order to make the boys more useful and to get better results it would be wise to organize a Crusader junior police force with definite assignments for every boy. The boys selected acted as leaders in the back yard and play yard work in addition to reporting all unsafe places and conditions existing within their territory. They were considered such a vital force in preventing accidents to school children that they were empowered to call the Police Department when any trouble arose with which they

(Continued on page 278)

"The play yard movement has been the means of saving child lives and curtailing accidents. It is educating a future generation in habits of safety and is exerting a psychological influence upon parents and adults in general, beneficial to our present safety problems." — *Wilson S. Isherwood.*

Baltimore's First City-Wide Hobby Show

By LLOYD M. KELLER
Chairman
Baltimore Hobby Show

THE INCREASE of leisure time for people who know not how to use it is creating a most serious sociological problem for our day. In these days of widespread unemployment what shall people do with so much time on their hands? What can they do to keep from getting bored with life? Enforced leisure galls men and makes them the prey of the demagogue. Reversals of life in our tangled times have been breaking the spirits of thousands of people who have time to kill. The future for thousands of our youth is not rosy with the prospect of employment. To maintain morale and to keep sane is a very real problem of modern life.

Hobby riding has saved thousands from a desperate edge. Increased emphasis is being placed upon hobbies these days because a good hobby is a good tension reducer. Life is guided and enriched by what we care about passionately. A good hobby reaches a man where he lives. Having a hobby becomes a recreative leisure time activity because it is an expression of what one likes to do.

Many people, when time is afforded them to do what they like, often do not know what they want to do or might do. They do not want to be told what they must do but they are open to suggestion as to things they might do. Education for new leisure is a need of today.

As a constructive contribution to the problem of leisure time the Directive Education for New Leisure Committee of the Kiwanis Club of Baltimore, in cooperation with the city's Enoch Pratt Free Library, recently presented an educational project of unusual merit in a four-day city-wide hobby show in which were exhibited things collected and made by young people between the ages of nine and twenty. One of the local papers declared this hobby show the most unique show the city of Baltimore had ever known.

Following three months of carefully planned promotion, Baltimore's first city-wide hobby show was opened by the Mayor of Baltimore on October 8th, in the dignified, cultural atmosphere of the city's magnificent and spacious Enoch Pratt Free Library. Short addresses made by the Librarian, the Superintendent of Public Education and the President of the Kiwanis Club were indicative of the cooperative nature of the project. Following a cumulative publicity impact by means of radio broadcasts, newspaper articles, street car posters, bait exhibits, and the distribution of more than 100,000 folders giving rules and complete information about the show, Baltimoreans became hobby conscious. In four days more than 12,000 people feasted their eyes upon thousands of articles collected or made by youthful hobbyists between the ages of nine and twenty. Except for a half dozen non-competitive exhibits by adults and a special library contest of pictures of people reading, the show was confined to 400 youthful hobby riders. The prize winners in a variety of classifications shared in awards offered by the members of the Kiwanis Club.

Scores of letters were received from stamp collectors all over the United States who had sent in covers to receive the imprint of the attractive cachet that was made for stamping mail during the week of the show.

A Helpful Educational Project

Everyone was amazed at the great variety and the fine quality of exhibits on display by the youth of our city. That the show achieved its purpose, "to bring to the attention of the people of Baltimore and vicinity numerous leisure time activities which are not ordinarily brought to the fore in con-

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ventional recreational programs, to create further interest in hobbies and to direct more people in the art of hobby riding," is confirmed by extracts from two of a great number of letters of commendation received concerning the show:

"I do not recall any single incident in the youngster's life, which has given him more happiness and encouragement than this grateful act by your honorable body.

"I wish there were more organizations of your kind to spread the 'Gospel of Happiness' throughout the length and breadth of this country of ours. In this age when more leisure than ever confronts our youth, you have created a movement which will be far reaching in its effect."

"I want to express my appreciation for the beauty and usefulness of the hobby show sponsored by the Kiwanis Club of Baltimore. It was a real treasure house of things fine and worthwhile. I saw the show three times and found it growing on me. I think the hobby show should become an annual event and that it should include adult hobbyists. It would fill a real need and be a godsend to a tremendous number of jobless and half-jobless adults. Men and women who have more leisure than they need and less work than they need, need inspiring recreation such as a hobby provides and suggests."

(Signed)

"ONE OF THE JOBLESS SINCE 1932"

"The Enoch Pratt Free Library is always glad to meet people with a hobby. There have never been so many people with hobbies as there are today. . . . The Library provides the 'oats' for many hobby horses. One has only to look in the eager faces of Baltimore's young people to see the constructive value of letting them cultivate interests they have developed on their own initiative. They deserve every encouragement, and the Library is glad to welcome Baltimore's great Hobby Show with the hope that it may be the first of many such annual shows."—*Joseph L. Wheeler,* Librarian.

Variety and Scope of the Show

There were two classifications of exhibits, collections and creative hobbies. Thousands of pieces were on display in various groups, viz: Natural History, Stamps and Seals, Coins and Badges, History, Curios, Handicraft, Woodcraft, Metalcraft, Wickerwork, Household Arts, Mechanical Devices, Art, Mechanical and Architectural Drawing and Photography. There were special exhibits arranged under the supervision of the Crippled Children's Committee, 4-H Club Committee, and Vocational Guidance Committee.

Many visitors at the show expressed amazement at the variety of collections and evidence of creative work by the youth of our city during hours of leisure time. A twelve-year-old boy displayed specimens of a collection of more than 600 electric light bulbs about an electrically lighted Kiwanis seal in small white and blue lamps. A seventeen-year-old girl showed a miniature dog show consisting of more than a hundred china dogs. She began her collection two years ago with a gift of a small china dog. She bought only two of her entire collection, all others being gifts to her to help her build up her collection. A sixteen-year-old Negro boy displayed a clay bust of Joe Louis, declared by Baltimore's eminent sculptor, Hans Shuler, one of the judges, a piece of unusual merit. The boy had never had any special training in clay modeling. An eighteen-year-old girl, commemorating the Mark Twain Centenary, displayed an excellent set in soap carvings in characteristic dress of Mark Twain and his immortal characters, Huckleberry Finn, and Tom Sawyer. Even the partly whitewashed fence was in evidence in this excellent set.

Probably the most educational exhibit in the creative field was that of six high school boys who over a period of two years had made a study of American Indian life, and in their project reproduced headdress, weapons, ornaments, utensils, and musical instruments. A part of their display consisted of a parchment upon which was drawn in the Indian sign language an historical account of their two years of pursuit of their hobby. A popular program was presented one evening during the show by these six hobbyists demonstrating with commendable artistry the Indian sign language and Indian dances. A crowded auditorium gave rapt attention for an hour to the artistic presentation of a native Indian dance.

A Personality at the End of Every Hobby

A fifteen-year-old lad spent many hours arranging his miniature stage craft exhibit, comprising complete appointments of a legitimate theater stage. He arranged his puppets each day of the show for a change of scene. One evening, with several assistants he presented an hour's puppet show in the Library auditorium to an appreciative audience. A twelve-year-old youngster presented a prize winning exhibit of a local radio

(Continued on page 278)

WORLD AT PLAY

Kite Contests in Washington

LAST Spring the Department of Playgrounds of Washington, D. C., in cooperation with the District of Columbia Model Aircraft League, conducted five kite contests simultaneously at as many centers. There were three classifications of contestants — Junior, Senior and Father-Son. Kites were classified according to principles of operation—A. Tailed-kites, plane surface kites with tails; B. Parakites, plane surface kites without tails, and C. Cellkites, including box, tetrahedral, Conyne and all other kites with cells. Awards were made on the basis of workmanship, design, appearance and performance.

A Park Commissioner Testifies

A recent court decision restrained Park Commissioner Robert Moses of New York City from placing a playground in Stuyvesant Park on the basis that such use would violate the agreement made by the city when Peter Stuyvesant thought it should remain a "place of peace and quiet." In this connection it is interesting to note that Commissioner Moses in testifying before the court said he believed children provided with proper apparatus and facilities for play and with proper supervision by an adult would make less noise than those compelled to find their own diversions in an open lot or in a small city park containing only trees, grass plots and a few benches.

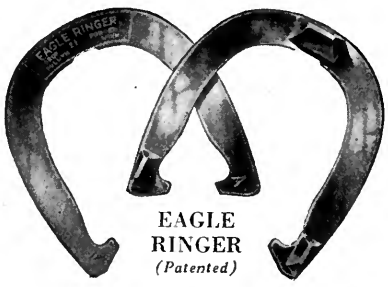
In Payment — One Rose!

A rental of one rose a year is provided for in a lease made by Mr. and Mrs. Daniel H. Bradley of Pitman, New Jersey, to Harry H. Beebe, a member of the local Board of Education, for a vacant lot which Mr. Beebe has converted into a neighborhood playground. Mr. Beebe's lease with Mr. and Mrs. Bradley has been duly recorded with the county clerk and payment of the first year's rent has been acknowledged.

Courtesy Department of Playgrounds, Washington, D. C.

Nature and Handcraft

IN reply to the question, "What correlation between the nature program and other parts of your playground program occur to you as possible and desirable?" a correspondent from North Carolina writes: "In our particular community I should run my nature activities almost parallel to my handcraft. In our mountains we have many things at hand to use in making articles. For example, one group of girls wanted to dye stocking clippings to make mats and bags. We made our yellow dye from yellowroot, another yellow from broom sage; brown from maple bark, tan from red clay; black from walnut roots, red from bloodroot, and so on. We also used a certain grass that grows here and honeysuckle for weaving baskets, and pine cones for making small decorative articles. Laurel wood and ivy we used in making rustic furniture."



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A Health-Building Game for Old and Young

Pitching Horseshoes is muscle-building recreation that appeals to all types of people. Install a few courts on your grounds, organize a horseshoe club, schedule a tournament. Write for free booklets on club organization, tournament play, etc.

Diamond Official Shoes and accessories are the choice of professionals and amateurs alike. It's economy to purchase equipment with the longest life.

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4610 Grand Avenue Duluth, Minn.
Makers of **DIAMOND** *Official Pitching Shoes*

Children's Outdoor Matinees—The Department of Playground and Recreation of Los Angeles, California, is presenting a series of children's matinees beginning July 7th and extending through August 28th. There will be eighty-three programs with each playground scheduled for participation in some event. Folk songs, singing games, folk, character and national dances, toy bands, fretted instruments, harmonica bands, playground orchestras, boys' stunts, tumbling and Morris dances all have their place in the program. A Gypsy storyteller delights the children with a wide variety of stories after each performance.

Louisville's Junior Baseball School—The Louisville, Kentucky, Amateur Baseball Federation, in cooperation with the Department of Recreation, is sponsoring weekly sixteen junior baseball schools at Shawnee Park where more than fifty volunteer instructors have taken a preliminary training course. Each of eight weekly lessons is outlined in a manual prepared for the volunteer instructors and younger players are attending in large numbers. The school operates four hours each Saturday morning, concluding with a demonstration game in which the mistakes of the pupils are pointed out by their instructors. Details including the outline of lessons may be secured from the Athletic Institute, 1712 Republic Building, 209 South State Street, Chicago. Ten cents in stamps should be sent to cover the cost of mailing.

Why Not Rugby?—"Why not Rugby?" asks Harry S. Cairns of Cincinnati, Ohio, who in a recent communication has pointed out the advantages of the game.

"Here," says Mr. Cairns, "is an ideal game for mass play. There are fifteen players on a Rugby team. The equipment is nominal, consisting of a woolen jersey, a pair of flannel or serge shorts, a pair of woolen stockings and a pair of either soccer or football shoes. Instructions to the players can be handled by any recreation supervisor, intramural director or athletic instructor. Rugby does not allow any substitutes calling for more teams and actual players. Since in Rugby no player can be tackled unless he has the ball, it would appeal to a great many boys not physically fit to stand the more punishing game and training necessary in football. If in a given community there are perhaps a dozen high schools which feature football teams and have playing fields, it takes only half the number of fields for the regular week-end football games. The other fields are lying idle and can therefore be used to advantage for Rugby. As a matter of fact, all fields are usually lying idle after the regular football season is over around December 1st. Why not utilize them during this period?"

Mr. Cairns will be glad to answer any questions about Rugby. He may be addressed at 1820 John Street, Cincinnati.

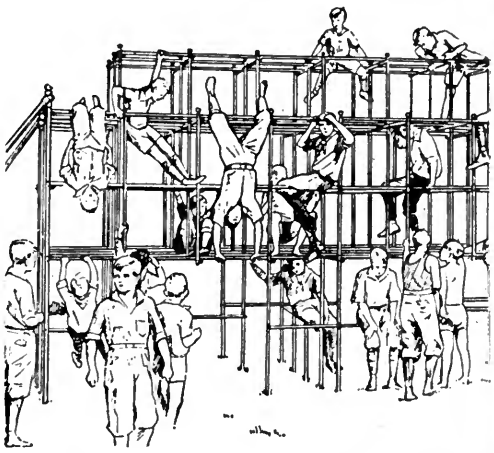
Durham to Have Parks—The recent decision of the state supreme court which allows Durham, North Carolina, to issue bonds and levy a tax for the establishment and maintenance of parks has set a precedent in placing parks in the category of necessity as far as Durham is concerned. The ordinance authorized a $25,000 bond issue for park development.

Lafayette's First Year of Recreation — Lafayette, Louisiana, is very proud of the record it has made in its first year of public recreation. On June 1, 1935, the newly organized Recreation Commission secured the services of a year-round recreation executive and initiated a program in which all types of interests are represented. A particularly interesting feature has been the juvenile delinquency prevention program. The chief of police and superintendent of recreation together discussed the boys who were being brought to the attention of the Police Department. The name, address, age and description of each boy were given the recreation executive together with the nature of his delinquency. This information, recorded as strictly confidential, was used to assist the play leaders in recognizing the boy when he came to the playground and planning a program to meet his needs. If a boy fails to appear on the playground, a staff member known as director-at-large is delegated to become acquainted with him and his gang in the community. He may persuade all the boys to go to the playground or he may organize them into a team and schedule games with teams on the playground.

More Playgrounds for New Orleans — The city of New Orleans, Louisiana, has received a gift of two new playgrounds, one for white and one for colored, presented by Dr. and Mrs. I. I. Lemann. The playgrounds, which measure 100′ by 900′, were developed by FERA which expended $35,000 on the project.

On Children's Day — On Children's Day (June 20th) Mayor Angelo Rossi of San Francisco, California, issued a proclamation in which he said:

"Since the character of tomorrow's citizens will be determined by the moral, mental and physical development of the children of today, it is of serious consequence to every community that the utmost effort be made to furnish each one of its children the benefits of constructive play. Therefore, as Mayor of San Francisco, I designate Saturday, June 20th, to be Children's Day—a day set apart by our citizens for consideration of the vital importance of play in child life and for action in increasing the opportunities which should be the birthright of all our children."



THE PERFECT MIND AND BODY BUILDER

HERE is the one outstanding playground device acclaimed by authorities as the "perfect mind and body builder." It has no moving parts, yet will keep the interest of children of all ages, year after year. Children's natural impulse is to stretch, pull, jump, hang, slide, and above all, CLIMB. The Louden "Junglegym Climbing Structure" supplies, like nothing else can, endless opportunity to do ALL of these things safely, coordinating body muscles in abdomen, back, chest, arms and legs. Over 100,000,000 child play hours have been devoted to them without serious accident! The "Junglegym Climbing Structure" encourages initiative, and constructive impulses; aids in forming the concepts of space, distance, size. And, in developing strong, supple, controlled body balance. It fosters courage, ingenuity and cooperation, and gives opportunity for social adjustments.

Physical authorities everywhere consider this super climbing structure vitally necessary to children's health and development. They can be found in large numbers in almost every big city in the world. A variety of sizes are available, built to accommodate from 15 to 100 children at a time. Mail the coupon for full particulars and prices. These devices are moderately priced. All metal "Junglegym Climbing Structure" No. 5, which accommodates from 15 to 20 children at a time and requires ground space of 5′ x 6′ 6″; sells F. O. B. Ottawa, at only $125.00

J. E. PORTER CORPORATION
120 BROADWAY, OTTAWA, ILLINOIS

Gentlemen: I am interested in getting further particulars and prices on all sizes of Louden "Junglegym Climbing Structures," together with your full line of playground equipment.

Name .....

Address .....

★ JUNGLEGYM CLIMBING STRUCTURES ★

Mayor Frank Couzens of Detroit, Michigan, in issuing his proclamation for children's day, said: "Children whose energy is turned to constructive play pursuits are known to develop ideals, good sportsmanship, initiative, intellectual curiosity and a sense of responsibility, as well as strong, healthy bodies. But children who are deprived of their birthright of constructive play use their energy, first in mischief, and later through boredom they may fall prey to bad companions and learn rapidly the lessons of crime. In idle hours are found the roots of most juvenile delinquency."

Passaic's Hobby Show — From February 18th to 21st, Passaic, New Jersey, held its Second Annual Hobby and Collection Show sponsored by Mayor Benjamin F. Turner, Director of Parks and Public Property, under which the city's Recreation Department functions. There were 217 individual exhibits arranged in the following classifications: Arts, Crafts, Collections, Woodwork and Cabinet Making, Aeronautics, Electric, Natural History, Exhibits made by groups, Special Hobbies and Special Collections. There were no admission charges. Exhibitors received certificates signed by the Mayor and bearing the city seal certifying that they had won participating places in the hobby show.

A Nature Game — A good game that introduces nature study is one commonly called "Holding the Front." In this game the hikers travel in single file, the file being occasionally halted and the first person is asked to identify a tree or plant by the side of the trail or some distance ahead. If he fails he is sent to the rear of the file, and the second becomes the first and is asked the next question. The one able to answer the most questions and remain at the front the longest wins.

Motion Pictures in Cincinnati—The Public Recreation Commission of Cincinnati, Ohio, given the use of a sound moving picture machine, has made arrangements with one of the local film companies through which for every two talkie pictures purchased the film company will give the use of three silent pictures. The Commission has purchased such movies as "Mickey Mouse" and a number of so-called educational cartoons which are talkies, and each night two sound movies and three silent are being shown on a different playground. The Playground Mothers' Club on each playground pays $3.00 a night for the films. This money is being used to purchase new films. Since it is possible to show the same two films on all playgrounds, the money will be kept as a reserve fund to buy films in the future to show at the various community centers and playgrounds during the fall and winter months.

Providing for Our Friends, the Birds!—The Division of Recreation of the Park Department, Framingham, Massachusetts, has issued an appeal to families of that city to plant sunflower seeds so that next winter the birds will not be forced to endure the hardships which they suffered during the heavy snows of last winter. The garden clubs for boys and girls, too, are planting sunflowers for the same purpose. In the fall the seeds will be gathered, dried and ground up for winter use.

An Exhibit of WPA Recreation Activities—As a part of the fifteenth annual Women's National Exposition of Arts and Industries held in New York City, May 23rd-30th, a separate play section was shown which proved an interesting feature. This section, which was 50 feet long, showed a typical play street background and a group of children carrying on the games and play activities taught in the day camps which last summer provided recreation for approximately 60,000 children weekly. Another feature was the newly developed program for the physically handicapped in which the local WPA has been doing exceptional work. The program used in settlement house game rooms was also shown.

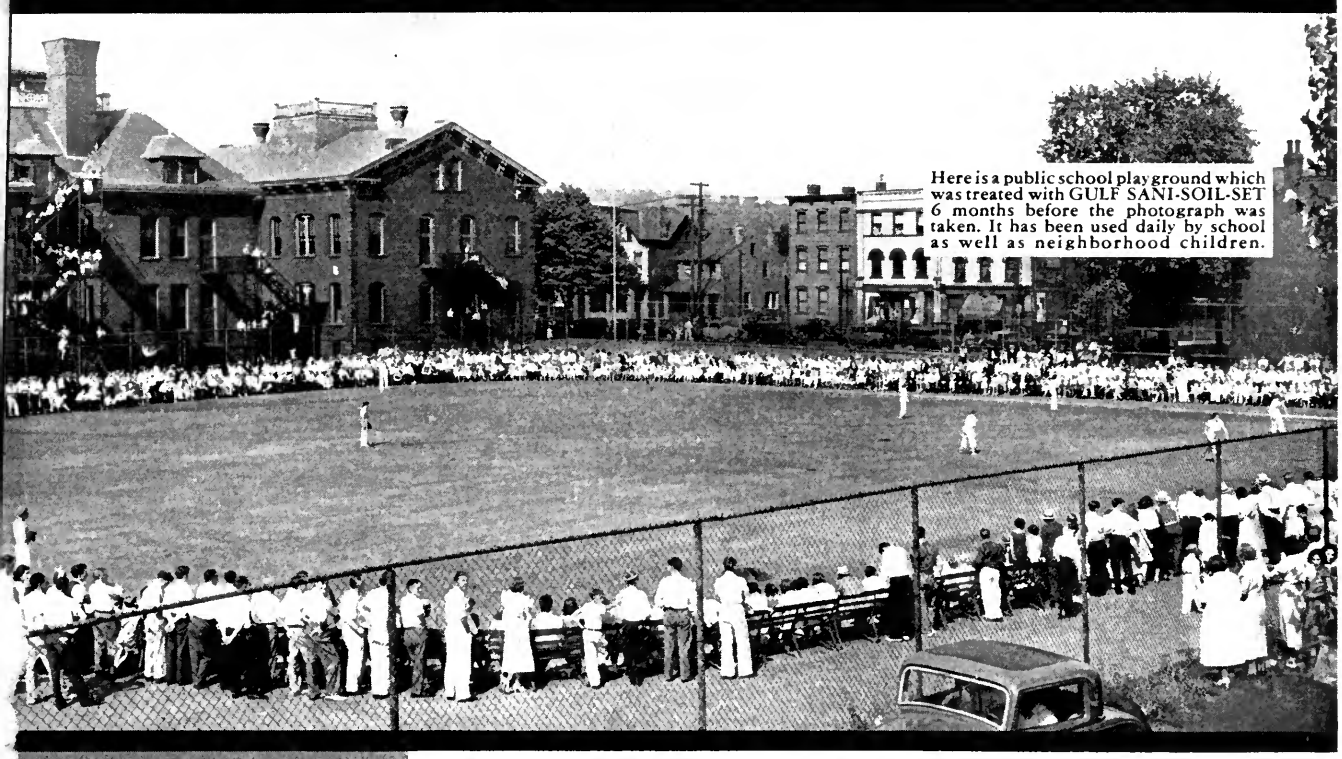
To Lay Dust — The Solvay Sales Corporation has issued an illustrated booklet entitled "The Clean Easy Inexpensive Way to End Dust!" This booklet may be secured on request from the Solvay Sales Corporation, 40 Rector Street, New York City.

The Great Lakes Exposition—On June 27th the Great Lakes Exposition, in honor of Cleveland's one hundredth anniversary, was opened on the city's lake front. Rising from 150 acres of the Exposition grounds, which stretch for a

For Playgrounds and Tennis Courts

GULF SANI-SOIL-SET

solves Dust Problems



Here is a public school playground which was treated with GULF SANI-SOIL-SET 6 months before the photograph was taken. It has been used daily by school as well as neighborhood children.

WRITE FOR THIS BOOKLET...

This booklet tells the story of Gulf SANI-SOIL-SET and its use. It will be mailed without cost on your request. The coupon is for your convenience.

New Germicidal Compound . . . *is easily applied . . inexpensive . . long lasting*

RECREATION officials now have a practical solution to the playground dust problem!

A new product—Gulf SANI-SOIL-SET—has been developed by Gulf for dust allaying purposes on earth surface playgrounds. This material can be applied at a low cost. When properly applied will not harm or stain clothes or shoes and under usual conditions of weather and soil, one application per season will suffice.

Let a Gulf representative tell you more about GULF SANI-SOIL-SET.

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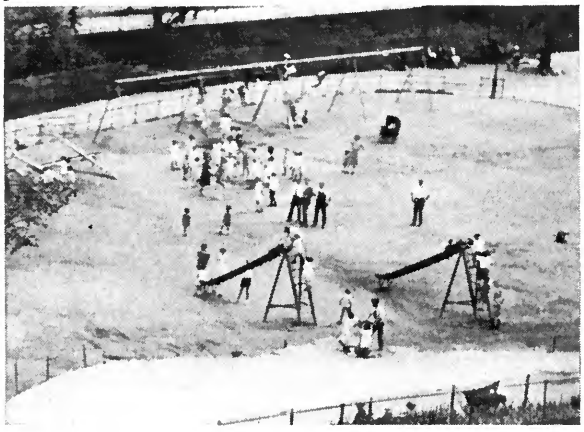
Please send me without obligation a copy of the booklet "Gulf Sani-Soil-Set for Treating Playgrounds."

Name .....

Company .....

Address .....

....an END to Germ-laden DUST!



- Playground directors and doctors agree that dust is a dangerous germ carrier. And these same men endorse SOLVAY Calcium Chloride as an effective, *harmless* method of combating this evil.
- Solvay, spread evenly over the surface of a playground, tennis court, school yard or athletic field, will instantly eliminate the dust. And more, it reduces sun glare, keeps the surface compact and firm, and eliminates weeds.
- Solvay Calcium Chloride is absolutely clean, odorless, easy to apply, and very economical. Deliveries are prompt from 100 conveniently located stock points. Full information and prices on request.

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Calcium Chloride

mile along the Lake, are more than 250 colorfully decorated buildings. Here the nation's greatest industries are showing their most recent developments. Recreational opportunities offered are many and varied. There are symphony and band concerts, radio broadcasts and dramatic presentations. Shakespearian plays are being produced in an exact replica of the bard's own famous Globe Theater. Garden enthusiasts may wander through the half million dollar flower and garden exhibit which surrounds the horticultural building.

A Special Invitation — The First Presbyterian Church of Cedar Rapids, Iowa, is cooperating with the Recreation Commission by issuing cards of introduction to members of boys' clubs of the church. These cards, signed by the director of young people's work of the church, introduce the boys to the playground directors. With the card each boy receives a mimeographed letter calling his attention to the service of the playground and urging him to make use of it.

Maryland to Have New State Park—Through the will of Dr. William Louis Abbott of Elkton, Maryland, the state is to have a state recreational park and forest preservation of ten thousand acres. Dr. Abbott willed to the state his beautiful farm.

Camping in Westchester County — A novel experiment in camping for children is under way at Croton, Westchester County, New York, under the leadership of the County Recreation Commission. Here wooded scenery fields and the wooded banks of the Hudson are bringing the glamorous lore of the American Indian to a reality. John L. Nelson, head of research for the Museum of the American Indian, who has lived with the Hopi Indians for ten years, is in charge of the venture. The Indian units accommodate thirty-six children at one time. Those who live in the tepees join with the other campers for only two meals a day and for occasional group activities. The lore, the crafts and the ceremonies of the Hopi are serving as a background for the varied program of activities which is being conducted.

Provo's Summer Program—Early in June an estimate in Provo, Utah, showed that more than 2500 young people and adults would par-

ticipate this summer in a recreation program covering a wide range of activities such as music, nature study, fine arts, handicraft arts, dramatics, coaching and rhythmics. This project is being made possible by assistance furnished through the WPA.

Play Schools in Chicago's Parks

(Continued from page 238)

The Gymnasium

Nearly every park has a well equipped gymnasium somewhere in the building. By using the gym, the children can have playground work the whole year around regardless of weather. The gymnasium should be used only as a playground, however, because formal instruction in gymnastics has no place in the life of a young child. The children are too young to follow the teacher's instructions with success and their little bodies have not been trained to react to that kind of routine.

When the children first enter the gymnasium, they should probably sit down on one of the black circles on the floor. This is the only time we ask our children to sit in the formal circle, but here the room is very large and the circle merely helps in getting the children all together for a talk with the teacher about what they will do.

Here, also, the beginning activity of the group is very important, because it sets the standard for future times in the gymnasium. On the first day, when the children come into the gymnasium, their regular teacher should go with them. She should get them seated on the black circle on the floor and then introduce them to the physical educator who should then help take charge of the group, though the regular teacher should never leave the children entirely in the physical educator's care.

On this first day, the gymnasium teacher should show the apparatus to the children and explain how to use it. She shows them the ladders on the side of the wall and asks them if they would like to do something on them. At least one child usually goes over and climbs on them. She does the same type of thing with the pulleys, the rings, the swinging ropes, the jumping board, the horses, and anything else which she wants them to use while in the gym. It is better to accept the child's idea of what he can do with the apparatus than to thrust the teacher's idea of it onto the child, because the child will come closer to doing what his body can comfortably do. He will accept the rings, for example, by just hanging onto them. But the teacher might ask him to put his feet into them and swing, and if he were not ready for this he would probably develop a dislike or fear of the rings. On the other hand, if he is allowed to do only what he can do at first he will develop surely, at his own rate, and soon will be doing many kinds of stunts on all the apparatus. This same technique should be used with all the equipment, and the gymnasium teacher should be helped to see that this is the only type of program which a preschool child should have.

There are other things, however, which the children can do and like to do in the gymnasium. It is a good place in which to play games, because there is so much room, and there is usually a piano which can be used for singing and rhythm games. Running games and races are perfectly fitted to the gymnasium, and dramatic play is also successfully carried on there. Usually, there is a large mat which can be rolled down, and it becomes a stage where a story is enacted or it is turned into a house for a family or a cage of wild animals.

SCIENCE TRIUMPHS
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Developed by a College Chemistry Professor in collaboration with Physicians, Bacteriologists, Coaches, Trainers and Athletes.

7 Pleasing Properties

that insure happy feet to your athletes: (1) An astringent, it prevents moisture which fungi need for growth. (2) As a mild keralytic agent, it destroys upper skin under which fungi are harbored. (3) Its fungicidal power kills the fungi. (4) It is strongly germicidal as bacteriological tests prove. (5) It dries quickly, does not rub off on socks or sheets. (6) Two local anesthetics allay itching. (7) Economical, only a few drops being required for a treatment.

DR. R. G. MANCHESTER, Noted University of Florida trainer, writes: *"F.A.F. is the best treatment I have found for Athlete's Itch."*

F.A.F. PRICES: ¼ oz. Bottle, 25¢. ½ oz. Bottle 40¢. 1 oz. 65¢. Postage prepaid. No additional charge for F.A.F. Extra Mild for very tender feet.

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Adventures in Recreation

● Just off the press — a book prepared by WEAVER W. PANGBURN, of the National Recreation Association, and addressed to junior and senior high school students. The volume offers these young people for their exploration the richly varied and enticing field of recreation.

● "It does not stop with merely depicting the surface possibilities of recreation," says Dr. John H. Finley in his foreword. "It shows not only what recreation is, what kinds of recreation there are, what the community has to offer, what the national recreation movement is, and to what extent this life-enriching activity is a governmental function, but it also outlines what you have a right to expect from your community, and how you can help to bring it about."

Price $.72

National Recreation Association
315 Fourth Avenue, New York

The same alert watchfulness is necessary in the gymnasium as on the playground. Accidents are not anticipated, but they are sometimes warded off by the teacher's awareness of every child in the room.

Water Games

(Continued from page 240)

Other games that can be successfully adapted to water use are end ball, volley ball, keep away, wolf over the river, stealing sticks, a simple form of baseball, and many others.

Producing the Playground Pageant

(Continued from page 244)

of the suggested themes could be treated in the same manner.

A pageant should not play more than two hours. An hour and a half is much better. Each scene, therefore, must be limited as to time.

It simplifies matters greatly if each playground can be made responsible for one scene, or for an episode and an interlude. The scene can then be rehearsed at the home playground and all the scenes can be put together at one rehearsal a day or so before the pageant.

When several hundred or thousand children are brought together to rehearse or perform a pageant, the need for a detailed organization, and even a bit of discipline, becomes apparent. If a card bearing the number of the scene is fastened to a small stake, and these stakes are driven in logical order back stage, or off stage on the side from which the entrance is to be made, and if the cast for that episode is gathered about the stake and kept there by the episode director until the time for their entrance, confusion and delay will be minimized. At the conclusion of the episode the episode director should collect his actors, lead them back to the stake and keep them there, unless other arrangements are made for their disposition.

In addition to the episode director each episode should have an episode leader. This leader is in costume and plays a part in the scene. He is responsible for the actors on the stage during the performance, sees that they get off the stage at the right time and in the right place, and is ready to fill in in any emergency.

For the use of light, color, costume, make-up in a pageant, refer to the bibliography at the end of this article.

Bibliography

The Art of Producing Pageants, by Bates. Walter H. Baker Company, Boston, Mass. $1.75

The Technique of Pageantry, by Taft. Barnes and Company, New York City. $1.50

Historic Costume for the Stage, by Barton. Walter H. Baker Company. $5.00

Lighting the Stage, by Knapp. Walter H. Baker Company. $1.25

A List of Music for Plays and Pageants, by Holt. Appleton, New York City. $1.00

Time to Make-up, by Whorf. Walter H. Baker Company. $1.25

Recreation at a Mental Hospital

(Continued from page 251)

care of mental patients. A circus was another event which called for the complete cooperation of patients and employees. The success of a County Fair of our own last summer led to the determination to have it an annual affair. Handwork, farm products and stock will play an important part in the fair as will the various free concessions, planned for the most part and made by the patients. Events of this kind have not only been valuable to our patients but have also proven helpful in educating the public in methods now used in the treatment of the mentally ill.

In justice to the patients it is only fair to state that many of our most successful events have been suggested by them. Many of their ideas obviously harken back to their past experience. It is a great source of satisfaction to them to be able to re-live those events of former days. One woman, who refused to take part in anything, one day suggested that we have a hog-calling contest. We did so and were almost overwhelmed at the number who took part. This woman who had appeared to be most reticent called the imaginary hogs far more lustily than did her more forward sisters. She had been born and raised on the farm and the memories were very dear. This was a chance to live them all over again. She seized the opportunity.

Diversion of mind is one of the most important things in the world for the sane as well as the insane. We are trying to divert the minds of our patients; we are trying to make them laugh. We need laughter for the maintenance of both mental and physical health. Since doctors deem laughter to be of therapeutic value, and since it is the aim of the department to provide laughter and diversion of mind, it should follow that if we are doing our jobs well recreation should have definite therapeutic value.

Recreational therapy is still in its infancy. There are few if any books written on the subject. In our department we are not at all sure that we are effecting cures. We feel that we are contributing a little along with the other media used in mental treatment. We are sure of this, however, that after a special program, dance or sing there is laughter and laughter is "the happiest sound in the world."

The Island of Play

(Continued from page 252)

rejoice to see the nearest approach to the celestial city that we can make on this earth.

So may we employ the words of the Indians, these "men of always," as they called themselves, in dedicating this island to its new uses:

This Minnahanonck "Menatey,"
Where men will learn again to play —
So, may it become from this glad day
The happy isle of "Papaley."

The Fourteenth Annual Women's Demonstration

CULMINATING a winter of recreational activity, 1,600 women from Detroit's recreation classes presented their Fourteenth Annual Demonstration to a crowd of over 16,000 enthusiastic relatives and friends who jammed the Olympia to the roof and applauded generously every number on the program from start to finish. Gray heads, red heads, blonde heads and black heads nodded in time as the mammoth organ peeled out its tunes and the 1,600 women danced, marched, glided and tripped their way through intricate mass calisthenics, drills, ballets and syncopated rhythms.

Quoting from one of the large daily papers: "The demonstration has become, through the years, an event to anticipate. Expert direction has come to make the occasion one worthy of chalking up on the family calendar and Thursday night's packed galleries proved that fathers and sons, not to mention uncles and brothers, were right on hand to witness the program."

The program opened with mass calisthenics and a mass dance, performed by 700 women uniformed in blue, and as they marched on to the floor from all six entrances of the Olympia, a most spectacular picture was presented.

The balance of the program was divided into three episodes showing the various phases of the development of the dance. The first episode represented dances and drills of Norway and Sweden. A Swedish family group occupied a raised dais in the center of the floor and made a colorful setting for the numbers presented.

In the second episode the legend of the Bird Princess was translated into the rhythm of music and dance and told the story of an aged czar and the efforts made by members of his court to end his melancholy. In this episode a Russian guards drill, a Russian dance and a ballet dance were presented.

The jazz tempo of modern youth was portrayed in the third episode when the quaintness of the peasants gave way to the Astaire-Rogers mood of today. A vanity drill, a modern dance and two tap dance numbers were presented in this — the final episode.

Interspersed all through the program were some very dramatic episodes presented by members of the Theodore Smith School, and when the Astaire-Rogers tap dancing number was introduced by the arrival of modern youth in a beautiful 12-

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An Unusual Opportunity

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To all new subscribers to **Recreation** and to all old subscribers renewing their subscription before October 1st, we are making the following special offer:

A year's subscription to **Recreation** and a copy of 425 page volume **Recreation For Girls and Women,** by Ethel Bowers, for **$3.75.**

Note the date—October 1st— and send your order while this offer is in force. It cannot be continued indefinitely.

cylinder Packard roadster, the enthusiasm of the huge crowd reached its highest peak.

Visitors and friends of the Department came from many surrounding towns. With letters of congratulation still coming in the Department of Recreation feels that the yearly demonstration not only provides joy and happiness for the 1,600 women participants, but it also has the satisfaction of knowing that thousands of citizens of Detroit and the surrounding cities have come to look upon the demonstration as one of the outstanding events of the year.

For the Happiness of the Community

(Continued from page 256)

some it is stimulating, and progress is rapid; to others, accustomed to patronage of one kind or another, it is temporarily stunning and progress is very slow. It will take much time for our ideals to be accomplished.

The recurring suggestion that there be a great celebration of the opening of Hillside points to a unity and a community pride which are inspiring. It redoubles our confidence in the philosophy which demands strength and initiative of the people, in the belief that a community must be built by its own people. It is thus the conviction of Hillside that here in one fairly isolated site in New York City is a group of 4,500 people who are developing a whole community of individuals who "increasingly enjoy working together for the betterment and the happiness of their community."

An Experiment in Organized Street Play

(Continued from page 258)

sat and enjoyed their dancing daughters and sons. It was also a means of advertisement for the house. Many faces strange to Twenty-seventh Street were seen on these nights, and varied questions with regard to Guild activities asked and answered.

How the Residents Felt About It

The play street program was productive of many interesting comments and attitudes on the part of people of the neighborhood and residents passing through on their way from work. There were the many men who stopped to give the boy checker players the benefit of their knowledge. Very often they sat down with the boys to show how the game is played only to be beaten by their young opponents. There was Mrs. Delaney, who could not stand the noise of the children at play, but was not at all annoyed by the iron riveting up the street. There was the WPA recreation leader from the public school playgrounds who came for information on the games used, and presented his report to the principal of his school with very favorable results. There was the woman who said, "These darned kids are running away with the world." There was the man who commented favorably on the program, and asked the leader if he might make a slight criticism. "The checker boards are painted wrong." There was the Irishman's comment on the street dancing, "We gotta be careful or the place will be overrun with foreigners."

On the whole, the attitude of the adults was favorable, and the play street project proved very successful as an advertising agency for making busy adults more conscious of the importance of recreation in modern life.

Organized Camps in State Parks

(Continued from page 262)

The Importance of Having Facts

In the past when camping facilities have been made available to organizations they have been allocated on the basis of first come, first served.

We believe there is a better way of doing this. In many communities, studies have been made of the local camping situation. These studies have shown that in some cases needed types of camps were not being provided while there was a duplication in others. We should be guided by such studies in allocating camp facilities and where studies have not been made we should appoint local committees of social workers to do this job for us. Committees of this kind serving in an advisory capacity can help in many ways to make our work in this specialized field of organized camping fully effective.

Organizations that are given the privilege of using facilities in state parks should be required to observe high standards of camp operation. It is not enough to merely require that camping organizations observe park regulations and pay the rent. There is a lot more to good camp operation than this. Standards covering leadership, health and sanitation, safety, insurance, food and records should be set and maintained. Such a set of standards has been prepared for use on the Recreational Demonstration Projects and copies are available to any who may be interested in securing them.

In addition to providing camping and other recreational facilities it is our feeling that the park authorities have a duty to educate people how to use them. In all areas where the number of organized camps is sufficient to warrant it, the park should employ a person as director of camping who has had a sufficient professional background of training and experience for this important phase of park work. Such a person could raise the standards and the general quality of camping in the park so that the camps would achieve the results which they are capable of attaining.

Camping offers tremendous possiblities for character building and for general education in ways to make life better. We need to carry on the good work in this field that has been begun by private organizations, by some state parks such as those in New York and Indiana, and by the municipal family camps on the Pacific Coast.

In camping, as I see it, lies the solution of the problem of providing park use for the great mass of the people who need the benefits of outdoor living with its fresh air, sunshine, appreciation of beauty and all of the other fine things of life that our parks have to contribute to the lives of all of the people.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Leisure, June 1936

Come in—The Water's Fine, by G. C. Larcon and Dairs Humphrey

Games for the Picnic, by Alice Crowell Hoffman

The Research Quarterly, May 1936

Modern Revival of the Folk Dance, by Alice Hayden

Interests and Abilities as a Basis for Program Planning, by Elsie Jacobsen Stuhr

A Camp Study, by Henry S. Curtis, Ph.D.

The Camping Magazine, June 1936

Physical Education in Camps as a Factor in Social Development, by Josephine Schain

National Park Service Plans for Organized Camps, by Julian Harris Salomon

The Parents' Magazine, July 1936

When They Ask: What Can I Do Now? by Martha Wirt Davis

How to Organize a Play Group, by Marian Berman

Family Fun, by Elizabeth King

Playthings of the Month

Camping World, June 1936

Camping and Personality Development, by Joshua Lieberman

The Progressive Camp Program, by Barbara Ellen Joy

Dramatics in Camp, by Irving A. Schiffman

Camp Craft Projects

The National Parent-Teacher Magazine, July 1936

Your Child and Music, Frances M. Andrews

The Journal of Health and Physical Education, June 1936

A Progressive Camp Program, by Barbara Ellen Joy

A Playground Window Demonstration, by Ethel Rockwell

A Camp Aquatic Program, by J. Stuart Wickens

Racquet Lacrosse, by Nel Chater

A Novice Swimming Meet, by Ruby J. Cline

PAMPHLETS

Twenty-sixth Annual Report of the Boy Scouts of America, 1935

Sixteen Million Books—The New York Public Library in 1935

Miners' Welfare Fund—Fourteenth Annual Report, 1935

An Error Corrected

In the July issue of RECREATION there appeared an article under the title "That Magic Corner in the Playground." Through an error, the author's name was given as "Anne Majette Major." The correct name is Anne Majette Grant.

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Playgrounds . . .

Their Organization and Operation

Under this title the National Recreation Association announces the publication in October 1936 of the most comprehensive volume on the subject playgrounds and their administration ever issued.

Practical, detailed, informational, the book will fill a long felt need and will be invaluable to recreation workers. It will, it is felt, have wide use as a text book of colleges and universities.

● **The price of the book will be $3., but anyone ordering a copy before October 1st, may secure it for $2.60**

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Safety Play Yards in Flint

(Continued from page 264)

were unable to cope and the message would be broadcast to the radio cars and a cruiser sent to the scene.

Girls, Too, Serve as Leaders

The Girl Scouts, also a part of the Flint Council of Recreational Agencies, contributed toward this program by training a group of sixty-five girls to act as play leaders and organizers of cooperative lots and back yard playgrounds in their neighborhood. As natural leaders in their respective communities, they were given instruction in the art of telling stories, simple handicraft and light dramatics, games for smaller children and athletics for girls of their own age.

The Junior Chamber of Commerce, the Civitan Club and other luncheon clubs were also brought into the program. The entire plan was presented to these organizations at their weekly meetings, and they were given definite assignments, such as making contacts with manufacturing plants in obtaining salvaged material, sponsoring neighborhood cooperative play yards and obtaining enrollments in the contest.

The entire cost of the play yard program amounted to $402.93. This consisted of 30,000 folders for school children, $247.38; 500 posters for shop windows, $57.68; 100 posters for street cars, $15.45; fifteen painted billboards, at $5 each, $75, and $7.42 to a lumber company for erecting a miniature billboard.

An important contributing factor in the success of the play yard movement in Flint was the editorial support accorded the activity by the *Flint Journal*. Richard Roberts, city editor, gave special attention in the news column to the child safety work. Messages of inquiry, congratulations and indorsement have marked the play yard campaign. These came from different parts of the United States, Canada and Europe.

Baltimore's First City-Wide Hobby Show

(Continued from page 266)

station. An accident in his home demolished the exhibit the first time he made it. Many hours were spent reconstructing his exhibit for the show. A seventeen-year-old boy had an excellent natural history exhibit of more than 200 fine specimens of moths caught during the summer in and near the city.

A twelve-year-old boy who has been confined to his bed during the past two years was made happy by a second place prize he received for a miniature exhibit of four completely furnished rooms. Lying in his bed the youngster had occupied his weary hours by constructing this exhibit from four pasteboard cake boxes. Walls of the rooms were papered and hung with pictures. Complete furnishings were made from spools, cardboard and rag-bag scraps.

A twelve-year-old girl won a prize in the division of art by painting a picture with paint left over from decorating the bath room in her home. A seventeen-year-old girl dying from osteomyelitis in the Children's Hospital School was thrilled to have a first prize brought to her bedside for an unusual display of needlework. A sixteen-year-old boy in the same school said he would give his prize money for a stamp collection to some children who were coming to school from poverty-stricken homes without breakfast in the morning. A shabby old man, shyly but profoundly grateful, came to the Kiwanis office to claim his first prize in the special library exhibit of pictures of people reading.

New Publications in the Leisure Time Field

Leisure and Recreation

By Martin H. Neumeyer, Ph.D. and Esther S. Neumeyer, A.M. A. S. Barnes and Company, New York. $3.00.

FACTS, THEORY and philosophy are combined in this interesting study of leisure and recreation in their sociological aspects. In preparing the material many treatises on play, commercial amusements and related subjects were consulted. The authors from the material available, from their own experience and philosophy, have given a remarkably clear presentation of the problems involved in the varied manifestations of leisure activities and have given a summary of the history, philosophy and practice of recreation which represents a real contribution to the literature in this field.

Survey of Parks and Recreation in Providence, Rhode Island

A Report of a Study Conducted by Lebert H. Weir of the National Recreation Association. Published by the Civic Improvement and Park Association, 39 East Manning Street, Providence, R. I. $1.00.

UNDER THE AUSPICES of the Civic Improvement and Park Association of Providence the park and recreation facilities of the city were studied during the past year and definite recommendations were made for future developments. In addition to giving a picture of conditions in Providence the report sets forth certain ideals and objectives toward which governing boards and executives should work in the administration of public recreation. City park and recreation officials interested in keeping in touch with present day trends will be interested in securing copies of this study.

Nature Guiding on Wheels

By William G. Vinal and members of the Nature Guide-School-on-Wheels. Curriculum Laboratory, School of Education, Western Reserve University, Cleveland, Ohio. $.75.

THIS 112 PAGE mimeographed booklet is the record of the findings of elementary school science teachers on a three-week bus field trip from New York through New England. Nature is approached from various angles, including nature's place in history, literature and music. Among other subjects covered are the aesthetic and economic value of nature study collecting, museums, gardens, conservation, outdoor leadership and outdoor public and rural education. The material is local in part, but the approach and subjects covered reveal the present trend in nature study and are applicable anywhere. It may be used as a source book for those who are planning the future nature offerings for any one community.

Archery Tackle

By Adolph Shane. The Manual Arts Press, Peoria, Illinois. $1.75.

THE ARCHER who wishes to make his own bow and arrow will find here complete directions for procedure. From a discussion of the best kinds of wood to use, the author proceeds through the various technical processes involved in making various types of equipment. Information is also given on how to shoot and there are a number of illustrations.

The Young Child in the Home

Report of the Committee on the Infant and Preschool Child. John E. Anderson, Ph.D., Chairman. White House Conference on Child Health and Protection. D. Appleton-Century Company, New York. $3.00.

THIS VOLUME, one of the series from the White House Conference on Child Health and Protection, reports the findings of a survey of the conditions of child life, particularly of the infant and young child, in 3,000 American homes. Subjects considered include the environment of the child, his development, the home and its facilities, the parents and child care, sleep, health protection, discipline, intellectual and social life. Several sections deal with the Negro home and its facilities and child care. The importance of play is stressed in a number of sections and interesting data is given on the child's social life.

Sing Together

Issued by the Girl Scouts, Inc., 570 Lexington Avenue, New York at 20¢ a copy (16¢ each when 12 to 49 copies are purchased; 12¢ each for 50 or more copies).

SO MANY COMMUNITY songbooks have been published recently that one grows a little weary with the prospect of looking at another one. Many of the same songs are in every one of them. But this book is as distinctive and fascinating as any book could be, containing 98 folk songs, art songs, rounds and canons reflecting together every sort of fine feeling and delightful activity. Chanties, cowboy songs, spirituals, songs of the dance, of hiking, and campfire ceremonies, grace, evening quiet time and the morning rousing time—every most enjoyable sort of song is well represented in this collection. It is a great pleasure to recommend it heartily to all recreation leaders and all other people who like to sing or who lead others in singing.

For only a few of the songs are accompaniments given, but most of the others are such as to be easily learned and fully enjoyed even without accompaniments. There are several arranged in two or more voice parts, including seven with descants. Though this book is published especially for the Girl Scouts, there is only one song in it that is not equally well suited to other groups.

A. D. Zanzig.

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1936 Handbook of the Smoky Mountains Hiking Club.

Published by Smoky Mountains Hiking Club, Knoxville, Tennessee. $.50.

One of the most attractive hiking club handbooks to come to our attention is the eleventh annual *Handbook of the Smoky Mountains Hiking Club,* affiliated with the Appalachian Trail Conference. It is intended to serve as a guide to the activities of the club through the year 1936 and "when the year has passed as a tangible means of recalling happy hours of varied pleasures and wholehearted companionship." The photographs which accompany the informational material and maps make the booklet doubly attractive.

The Young Child in the Museum.

Compiled by Carolyn Heller. The Newark Museum, Newark, New Jersey. $.50.

In the Junior Museum of the Newark Museum experiments have been made with activities for children under seven years of age. Recently the Museum asked thirty-five other museums to tell of their experiences with young children. The replies have been brought together in a pamphlet which may be secured from the Newark Museum.

Bibliography on Education in Family Life, Marriage, Parenthood, and Young People's Relationships.

Federal Council of Churches, 105 East 22nd Street, New York. $.10.

This bibliography has been compiled for the use of ministers, religious educators, workers in the field of parent education, and for parents and young people interested in the problems of homemaking. Recreation workers will find it helpful. Among the publications listed are such booklets as "Partners in Play," by Mary J. Breen, published by the National Recreation Association.

Physical Education Achievement Scales For Boys in Secondary Schools.

By Frederick W. Cozens, Martin H. Trieb and N. P. Neilson. A. S. Barnes and Company, New York. $1.60.

This study, one of a series of five, was made possible by the cooperation of a large number of teachers in the junior and senior high schools of Los Angeles. More than 56,000 records were obtained as a basis for the achievement scales contained in the volume. Forty-five different events are listed and instructions given for teaching procedures.

How to Build Motor Car Trailers.

By A. Frederick Collins. Published by J. B. Lippincott Company, Philadelphia, Pa. $2.00.

Roger Babson, the well-known statistician, has predicted that in twenty years half of America will be living on wheels. If this is true, Mr. Collins' book is a timely contribution. In it he offers plans and directions for building two types of trailers— an inexpensive, easy-to-build trailer with frame work made of wood, and a de luxe, streamline trailer. Here is occupation for the handy man, especially if he be possessed of the wanderlust.

The Teaching of Body Mechanics in Elementary and Secondary Schools.

By Ivalclare Sprow Howland, M.A. A. S. Barnes and Company, New York. $2.00.

Mrs. Sprow Howland has given us a manual which will help the teacher organize the program of body mechanics to meet the needs of ordinary school situations. The material presented is readily adaptable to varying age groups.

Libraries of the South—A Report On Developments, 1930-1935.

By Tommie Dora Barker. American Library Association, Chicago. $1.75.

For the past five years intensive work in the library field in the South has been carried on by the American Library Association under a grant from the Carnegie Corporation of New York. The work has been conducted as an activity of the association from a regional office in Atlanta, Georgia, through a regional field agent. This volume tells of the developments over a five year period and presents a picture of the situation together with the conclusions which have been drawn and recommendations for steps to be taken in the future. The study can properly be classed along with the other social studies that have appeared regarding the South. Its interest, however, is not limited to people who live in the South but it will appeal to those who are concerned generally with the conditions and agencies of social progress.

Parents and the Latch Key.

Edited by Elizabeth J. Reisner, Harriet de Onis, Thalia M. Stolper. Bureau of Publications, Teachers College, Columbia University, New York City. $.70.

In this booklet mothers of adolescent boys and girls enrolled in two progressive schools — Horace Mann and Lincoln School, New York City—meet to exchange experiences. These papers were written for and read in small "seminar" study groups which paralleled and supplemented series of lectures by professionally trained leaders, in the belief that parents themselves have something of value to present in a study of parent-child relationships. These seminars were planned so that parents could meet in small intimate groups for such an exchange of experience. The word "Latch-Key," which appears in the title, is used as a symbol for the freedom which the parent accords the child to develop initiative and responsibility.

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Recreation Workers and the Preservation and Development of Democracy

THE PURPOSE of the recreation movement is not to build democracy, but rather to build permanently satisfying life. No lesser purpose is adequate.

Incidentally we do believe that when life activities are warmly human and satisfy both in the doing and the remembering, men are less likely to murder, steal and commit adultery. Men are better citizens, probably, when life flows strongly than when it is stagnant. However, the fundamental purpose of the recreation movement is not to end adultery, theft, murder, bad citizenship. The fundamental purpose is no purely negative, "Thou shalt not." It is the opening of gates to life rather than the closing of paths to death. Yet many of us have a faith, probably not capable of proof because contributing factors cannot be isolated, that to bring about a strong current of life tends to cleanse the whole stream and to bring about a loyalty to life itself that casts out many of the evils of the world. In other words the incidental by-product of the recreation movement is all-important, but it is not to be sought directly.

Heights of goodness and virtue come as a by-product not as a result of direct seeking.

Having said all this, may we not also write down that one issue is so fundamental to permanently satisfying life that recreation workers cannot dodge it; that they are justified in choosing their methods with reference to the effect on this issue? It is the issue of democracy, of liberty, of freedom for the individual to build his own life, to choose his own activities, in short to be himself. This is the issue of self-determination.

Recreation workers are justified in planning all the methods of work in music, drama, crafts, athletics, from the point of view of training men and women in intelligent choice, in giving opportunities for self-training in self-management, collective management of their own affairs.

If you and I lived in an absolute monarchy we would still want to sing and dance and write and try to make beautiful things. However, most of us who have grown up in the world of Joseph Lee, Jane Addams, Jacob Riis, Charles W. Eliot, George E. Johnson, Clark W. Hetherington, John Dewey, cannot think of most men obtaining the greatest permanent satisfactions when all their lives are controlled from without by a totalitarian state, when they are told what to think, whether to vote yes or no, when they are told what God to worship.

To us active participation in our government, national, state and local, or at least the right to so participate, is a part of abundant living, a form of recreation if you will. Something is taken away from us, we are no longer complete, fully members, if we do not participate through our government in such controls of our joint living as are essential in a world of cooperative planning.

It is impossible for most of us to think of men as supremely happy except as they share in the self-determination of their own lives. Our whole picture of life—our whole thinking for generations has been on that basis. That is America—our United States.

If then democracy is the air we breathe, is essential to our life and happiness, even though it be not the end and purpose of our recreation program, still we are justified in studying all our work in all its branches from the point of view of what methods do most to give self-training for democracy; do most to preserve and further develop democracy.

What methods do most to train in intelligent choice, in learning to work happily with others, in learning to follow as well as to lead when we have chosen our leaders, in learning to choose others for service according to their gifts, in learning to abide by decisions which have been arrived at under democratic processes, even when we are outvoted, in learning how to work for changes within our democratic framework by other means than physical violence?

In our government recreation systems in order to further democracy we may well help men to canvass the great variety of human activities open to them, to learn how to choose intelligently between them, to help individuals and groups in music, drama and other specific activities to plan together and work together in carrying through musical and dramatic festivals and other special occasions. We must recognize that democratic planning is more costly in time and leadership, is in immediate results less efficient than executive planning. However—every one is interested in recreation activities, every one has a measure of knowledge in this field. Here is an unusual field for the exercise of democracy, for training in democracy. Recreation planning ought to be kept close to the people.

Of course in health, education, recreation there are technical questions which belong to the experts, but painful and difficult as the democratic process is there are many questions related to recreation in the neighborhood that can wisely be settled only by the democratic process. If we become so enamored of efficiency that we decide to leave all questions for the city manager, the recreation commissioner, the staff executives, we may wake up to find we have established an efficient machine, but have helped to abolish democracy. The recreation movement has a vital part to perform in buttressing democracy. Its great function is to establish vital living, but its methods should be those that build democracy.

HOWARD BRAUCHER.

September

Courtesy "Character" *Photo by Mrs. Harley R. Lugibihl*

The Program of Games for Very Young Children

By
JAMINA ADAMCZYK
Pre-School Director
Dvorak Park, Chicago

BEFORE THE PLAY program for the children can be arranged, the important question to be answered is that which pertains to the game itself and to the reason why it has such a hold on the child. What we call a game is most of the child's life; it is the way the child develops. The enormous body of experience and knowledge which the child gathers in the first couple of years is gathered in his play. He plays all the time and he takes his games seriously.

In analyzing the child's behavior and development we see that development takes place simultaneously in different directions and on different levels. The child is born whole and grows as such. Not only his eyes develop, or his ears, or his feet, but the whole organism develops while the child coordinates his experiences. The function stimulates the organs, and more developed organs grope for new experiences. The games must be varied so as to fit this orderly development of the child. They must stimulate his eyes, ears, legs and his whole being.

For the youngest children the games should be very simple, and the growth in skill which each of them involves should be very gradual and fitted to the age and experience of the group in question. For instance, the older child plays more readily than a very young child and gets more out of a game; the child who has had experience only in watching other children playing will play better than an older child who has never participated in or witnessed any games.

The way in which the child plays may be safely taken as an indication of his development. To play a game the child must be sufficiently developed physically, mentally and socially. This does not mean that we must wait for certain tests to establish with definiteness the degree of development. It is obvious that if the child cannot run we would not introduce a game in which running is the main feature. We do not begin to teach a spelling game before the child can spell, and we do not score players on colors when the child does not know them. Similarly, we do not force a very small child into a group before he has a chance to look around and has noticed his playmates. But on the other hand we do not wait passively until all the powers of the child are fully developed. The game serves as a tool with which we can aid in development. All of us have played games, and, even now, we can observe how we learn to play a new game. We never do it

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perfectly and we improve with time and practice. This is much more true of the child.

Fundamentally, most of the child's games require only primary skills. This is probably why the games for a very young child grow so rapidly in type and number. There is a game for every skill, such as skipping, running, jumping, muscular coordination, for capacities in the sensory field, and for mental abilities such as concentration and others. In time, as the child develops further, he combines these skills and his games become more and more elaborate while they also become less numerous. This is probably the reason why the child who has had a very limited experience in game life does not enjoy outdoor sports later on. He has been deprived of the development of skills which are essential in the field of sports.

In preparing lists of children's games it is essential to analyze what skills each game involves so that the games will fit the needs of individual groups. One would not play games requiring a long, sustained effort with undernourished children, nor running games with children who have heart trouble. A crippled child would have his games suited accordingly, though we must never permit the child to be convinced that he is hopeless because of being crippled, or that there is nothing for him in life.

An unwise choice of games presents manifold dangers. First, it may cause physical strain. We must remember that certain skills cannot be acquired through exercise but must wait for the maturation of the organism. This is probably most important with the youngest children. The next danger lies in creating inferiority complexes in children who for specific reasons always fail in games. This danger is most serious in a group of children of wide age range and also among children whose physical development is very unequal. Dividing groups upon a more equal basis will minimize this danger and will prevent a good deal of bullying and inferiority complexes. Total elimination of competition, praise and reward helps also to minimize these dangers.

Another danger lies in playing games in which one child chooses another one to take his place. The children, even the smallest, take their own friends, and there are always one or more children whom no one seems to choose. Even the youngest children feel this very keenly. It is the place of the teacher to look out for the lost little souls. If the teacher is chosen she should give a turn to such a lost child, or, in a friendly manner, suggest that perhaps the children should give a turn to everyone, or one neighbor to the other. The point on which the teacher should score is that arbitrary rule is not her only alternative. She should teach the children to consider others willingly. The choice in such a game is very important. Depriving the child of free choice takes away much of the child's enjoyment. The game training should give to every child the feeling that everyone should have a turn. Thus the game properly conducted will produce not selfishness, but consideration of others.

Games of the Sensory-motor Field

We group under this heading all games, traditional and designed by educators, which explicitly involve the perceptive power of the children. It is not true that the games comprising this group are sensory games in the restricted meaning of the word. The distinction is purely a matter of convenience. As an illustration we may take a game of color matching. We choose to begin with objects which are similar, such as blocks. To the child they are identical. They are equal in size, their color is the same and so is their shape. The child is requested to differentiate one from another. When we take the situation as a whole we see that it involves not only discrimination concerning the blocks, but that it also involves the teacher, other children, the room in which the child plays, the child's condition and a host of other factors. Thus we see the sensory-motor games are labeled arbitrarily, purely for convenience of classification, and not because of any fundamental separation of the factors involved.

In proceeding with this arbitrary classification, we may establish the following grouping within the sensory-motor field: discrimination of color, of sound, of muscular coordination and of observation.

Sight Games

Color Matching. Take three objects each of which has a duplicate in color and shape. Tell the child to pick one. After he does this, tell him to find one just the same in the duplicate set. Do not use the names of the colors with the children of about two years of age. The child must have sufficient experience on the subverbal level. After the child has had some experience in discriminating between colors, supplying the name will help him without undue confusion. With older children the game may progress more quickly.

As the second step take six objects which are different in shape but paired in colors. The child should be told to pick two things that look the same. If the child has had sufficient experience in matching identical objects he will pick out the only similarity, which is the color.

Name the colors, as the third step, and tell the children to pick out blue, red, and yellow. Be sure to have only the primary colors at the beginning. When one is sure the children know the colors well and are able to apply the right names to them, one can go on to the next step of the game.

The teacher begins the game by saying, "I see something in this room that is red." She does not name the object, and she tells the children to guess which object she means. The child who guesses correctly names the next object. Soon the children play this game very skillfully and choose not only objects of one color, but tiny spots on the objects which are the specific color which they name.

Color matching can be played anywhere and one need not begin with the first step. The decision as to what to play must be based upon the experience and knowledge of colors of those in the group. The game should be played with rather small groups, because every child should have a few turns. Individual attention should be paid to children who fail in recognizing colors and the reason for failure established.

Sound Games

Jingle Keys. The children sit or stand in a circle, with one player in the middle. The teacher gives one of the children in the circle a bunch of keys which the child shakes. The child in the middle must guess who has the keys. Care must be taken that the keys do not jingle out of turn because it is very confusing to the children. The child who fails to guess loses his turn and the holder of the keys takes his place in the middle of the circle.

Hiding the Clock. The children leave the room, and the teacher hides the alarm clock. The children come back and try to locate the clock. The one who finds it first has the next turn to hide the clock.

Knocking on the Object. One child is blindfolded in the middle of the group. Some other child knocks on a certain object. The blindfolded child tries to guess on what the other child is knocking. If the child fails he loses his turn, but he always should be shown again so he can identify the sound and the object.

Dog and a Bone. The room must be absolutely quiet for this game. No one should move around. All the children sit around in a circle. One child with his eyes closed sits in the middle. In front of him lies an object which represents a dog's bone. The teacher points to one child. This child gets up noiselessly and tries to creep up into the middle and take away the dog's bone. If he is successful, he becomes a dog. After some time the bone should be placed in back of the child as it is more difficult to tell when the sound is approaching from the rear. The teacher should watch very carefully that the child does not open his eyes. When "the dog" hears someone approaching, he keeps his eyes closed and points his finger in the direction of the approaching sound. He may also say "Bow-wow." Care must be taken that the child points only where he hears the sound and not just anywhere. If the game is always played exactly according to the rules children soon play it very well. When it is played carelessly it opens the way to cheating.

Jacob and Rachel. This game is considered most difficult as it involves movement while blindfolded. Previous games described give children the experience of being blindfolded, but at the beginning only the bravest children take the risk of being "it" in this game, and only the oldest group in the room should play it. Never urge the child to permit blindfolding. This game affords much fun to the spectators, so the children enjoy watching it.

The safest way to play the game is in circle formation. Two blindfolded children are in the circle. One calls out: "Rachel, where are you?" And Rachel answers, "I am here, Jacob." Jacob, directed by the sound, goes and catches Rachel. Never hurry this game. It may take a year of nursery school experience for a three-year-old before he volunteers to play.

Observation Games

The Peddler. The child takes three objects and gives them out to three children. Then he chooses a child to collect the distributed objects in the order in which they were given out. If the child succeeds in collecting the objects in their proper order, he is next to distribute the articles and to choose some one to collect them. The eyes of the child should not be covered when he first begins to learn to play the game. When the children master the game and know it is the order in which they collect the objects that matters, one more object should be added, and the children change places while the child looks on. When the children are thoroughly familiar with this step in the game, the eyes of the child may be covered while the children holding the objects change places. The addition of the objects should not be rapid as the addition of one object means more than one step in difficulty. There are six possible positions with three objects, but with four, there are twenty-four possible positions.

A similar game may be played with the children seated around in a circle. The objects are placed on the floor. One of the children changes the position of the objects, the other child tries to restore the original order. The one who succeeds has the next turn in arranging the objects. This game should be played with a smaller number of children, because there are fewer people participating actively in the game. If many children play, they have to wait too long for their turn, while in Peddler every child who holds the object feels he has a turn. Peddler has also a stronger appeal than just playing with the objects.

Who is Gone from the Circle? In this game all the children stand in the circle. One child is in the middle; he has a good chance to look around to notice who is in the circle. Then he is blindfolded, and one child is sent out of the room. The signal "ready" is given and the child takes off the covering from his eyes. Now he tries to guess who left the circle. At the beginning the child guessing may have three turns; later on, only one. This game should not be played until all the children are well acquainted with each other and know one another's name.

Where Was Bobby Standing Before? This game is usually played with a small number of children, not more than eight or ten at first, and they must be acquainted. The children may sit in a row or circle, or stand, but each keeps an assigned place. One child covers his eyes and another changes his place. When the change is made the child is told to uncover his eyes and find where Bobby was before. The child is seldom satisfied with pointing. He usually takes the child and brings him back to his place. When the child guesses correctly he chooses a successor to have the next turn.

The same game may be played with added difficulties. The next step would be to have two children change their places and have to be brought back, and so on increasing the number until all children change their positions and the child is asked to restore the original order.

Coordination Games

The coordination games include all games involving muscular coordination such as throwing, catching, stepping, hopping, and others. Before the child is able to walk he is able to roll a ball providing the ball is large enough and not too large, and the target at which he rolls the ball is also large enough.

The first game with the ball is to have two children sit on the floor opposite each other with legs widely spread and roll the ball to each other. In first attempts in throwing and catching, it is well to use bean bags instead of balls. They do not bounce and are much easier to get hold of than the rubber ball. It is well to have a few of them for the use of the children.

A following scale of games may be arranged with bean bags:

Have a few boxes or baskets and ask the children to aim at the basket, first from a short distance and then from further away.

Have a smaller aim at which to throw, like a much smaller box, anything that can hold the bean bag.

Play catch with the bean bag with one child or more. No games should be played where the scores are kept, where children who fail are eliminated, or where one side wins.

The child is not interested in winning but in his own achievement. Putting these into the play school would defeat the purpose of the game and violate the natural development of the child. Next in difficulty come the games with the ball.

Rolling the Ball at the Object. Cover a corner with a large piece of cardboard. On the side touching the floor have a large opening cut out; the smaller the children the larger should be the opening. Stand a short distance away and show

the child how to roll the ball into that semi-circular opening. Have a few cardboards with openings of different sizes, and also an assortment of rubber balls. The children play freely and like this game very well.

Catching the Ball. The first catch is always on a bounce. Small children seldom try to play catch with a ball alone. The rubber ball is too unruly for them and they need the teacher's help. Playing catch can be played only with a few children.

Hot Potato. The children sit in a circle. The teacher shows them the ball and tells them it is a hot potato—very hot. No one can hold it—he must roll it away at once. The tempo of this game should be quick, as the children soon begin to hold the ball and the game loses its imaginative power.

Teacher Goes Last. A few children, never more than ten, stand in a row. One is a teacher and stands before them. He throws the ball to each child in succession and every child catches it on a bounce, and then throws it back on the bounce. If the teacher loses the ball he goes last, and the first child in a row then becomes a teacher. After the children learn to play the game well, not only the teacher goes last when he loses the ball, but also any child who does not catch the ball. This last rule should never be introduced in the beginning, however, as it produces confusion among the children.

Walking

Games involving walking are well liked by children and many games of this type may be played with a large number of children.

Stepping Along the Board. Place a plain board, quite large, on the floor, and let the children walk along on it. Elevate it by placing a few cigar boxes under it. If the elevation is high, have both sides of the board well guarded. A person at each end follows the child carefully. If at any stage of the game the child is afraid, hold him by the hand or take him off entirely. Nothing is accomplished when a child is afraid.

Stepping the Stones. Place a few large squares, or square blocks, on the floor, and tell the children to hop over them. Arrange the stones in a line. Tell the children that these are stones in the river and that they will have to step carefully on the stones; if they miss, they will step into the river and their feet will be wet.

Jack Be Nimble. Place a block on the middle of the floor, with the children sitting around in a group. One child is Jack. All the children recite the nursery rhyme, "Jack be nimble, Jack be quick," and on the words "Jack jump" the child jumps over his "candlestick."

Crosses. Mark one cross less on the floor than you have children. The children march to the music around the room. When the music stops, all of them must run and stand on a cross. The one who fails to find a cross goes to the end of the marching line. Repeat as long as the children enjoy playing it.

Follow the Leader. The leader should always be the teacher. A good march music should accompany the game. The movements which the children are to repeat should be simple and done over and over again until the children do them quite accurately.

Singing Games

1. Sally Saucer
2. Drop the handkerchief. I tisket
3. Did you ever see a lassie?
4. Rosy apple, lemon and pear
5. Sally goes round the moon
6. Looby Loo
7. Our shoes are made of leather
8. Here we go round the mulberry bush
9. Ring a ring o' roses
10. Isabella
11. The muffin man
12. London bridge
13. The farmer in the dell
14. Round and round the village
15. Poor Mary sits aweeping
16. Here comes a bluebird
17. Old Roger is dead
18. Bingo
19. It is so nice in the woods today
20. Thorn Rosa

The description, music, and words for the games listed above are to be found in "Old English and American Games" by Warren Brown and Neva Boyd.

"The task of a leader is not one of merely teaching the rules of a game. Such rules must of necessity be explained, but they are only the mechanics of real fun, and once the children understand a game, the leader's part is one of interpretation rather than explanation—an interpretation of the spirit of play."—*Edna Geister.*

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Nationality Night at a School Center

THE UNION SCHOOL center in Wheeling, West Virginia, is located in an Italian district of the city the majority of whose residents are on relief or in very needy circumstances. At least 75 per cent of the people in this district, it was estimated at the time the nationality night program was inaugurated, were on the relief rolls.

Attendance at the center having dwindled some time ago to a point where not more than fifteen people were taking part in the program, it was decided to try a nationality night program in an effort to rebuild interest. The program was organized to make a special appeal to the Italians. Their selections were all presented both in Italian and English; Italian favorites were played on the accordion by amateurs; songs were sung by children, and there were dance numbers and selections by a hillbilly band and a vocal quartet. A short community song period completed the program. On the evening on which the accompanying photograph was taken, "Tony and Dominick," two popular radio stars in Wheeling, had donated their services to the program.

Some of the other programs conducted during the winter included one act plays, motion pictures, short musical comedies, classical dances and similar types of activities. Other nationality night programs that were held during the season included "A Night in Poland," "A Night in Germany," "Syrian Night," and "A Night in America."

The programs usually lasted from one hour and fifteen minutes to one and a half hours. Occasionally professional talent was donated but in most instances the program consisted of local community talent.

The attendance at Union School center averaged 400 per night during the winter and occasionally the hall was filled to its capacity of 525 people.

David D. Hicks, Acting State Supervisor of Recreation, WPA, has written of the community and nationality night programs conducted with great success by the WPA staff of which Jack Maloney is the county supervisor. The WPA staff is working in close cooperation with the Wheeling Recreation Department in its program.

Where Harmonica Bands Flourish!

By LOUIS A. CANARELLI
Assistant Supervisor of Recreation
Newark, New Jersey

"Frequently the first musical instrument a child gets is the harmonica, and its reedy notes are his introduction to musical sounds. It is perfectly natural, then, that this discovery should stimulate him to proceed further in musical exploration."— *Fred Sonnen.*

THROUGH the recreation program conducted in Newark, New Jersey, efforts are being made to create an appreciation of music early in the life of the child by organizing toy and rhythm bands. The small children are given cymbals, drums, sticks and triangles, and in this way are taught the fundamental rhythms. As they grow older and progress, these children become interested in harmonica bands; they join them and this in turn leads the way to their interest and participation in school orchestras and bands. In reality, it creates a devotion to some other more pretentious musical instrument and a fuller appreciation of music and its charm.

It is estimated by Mr. Sonnen, in charge of the harmonica bands, that almost sixty per cent of the students who have been under his supervision, after discovering their musical talent in the harmonica bands were stimulated to further study of the standard and orchestral instruments. Many of these boys and girls now playing with the school bands and orchestras had their first musical experience in the harmonica bands organized by the Recreation Department.

Paul Oliver, Director of Music in the Public Schools of Newark, discussing this phase of the recreation program said: "Any musical expression is very valuable to children, especially at the adolescent stage when they begin to be self-conscious about their feelings and emotions. Through music they can express their feelings without fear of ridicule. Through the harmonica a greater appreciation of music can be brought about and melodic, rhythmic and harmonic senses developed as well." Ernest H. Seibert, Director of the Board of Education's Recreation Department, added his testimony when he said: "Harmonica playing inculcates the fundamentals of music; it stimulates a greater interest in music appreciation, captures the interest of the boy and girl and thus leads to a finer character development and better social adjustment which make these participants more valuable community assets."

One of the most popular activities conducted by the Recreation Department of the Newark, N. J., Board of Education, is the teaching of harmonica playing. Fifteen hundred boys and girls each week attend classes at which they are taught how to play the harmonica. Since 1930, when the feature was introduced, Mr. Fred Sonnen, harmonica instructor for the Department, has taught 10,000 children the fundamentals of harmonica playing.

At present, under the leadership of the Recreation Department, thirty-two harmonica bands have been organized at the various schools. The membership in these ranges from twenty-five in one school to one hundred and sixty-two in another. In the latter school every boy and girl is a member of the school band. The children attending this school are classified as mentally retarded pupils. With the introduction of harmonica playing in this school it was found that these pupils possessed a surprising musical ability.

For the more advanced students a City Harmonica Band has been organized. It comprises seventy-five boys and girls selected from the various school bands. This group holds special practice one evening each week rehearsing the more difficult numbers. The band has made several nation-wide broadcasts and has also played at numerous civic and church functions. Because of the danger of exploiting the children they are permitted to play at these functions only with the consent of the super-

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intendent of schools and the permission of their parents.

Teachers, and Policemen, Too!

Because of the demand made by many teachers in the school system for instruction to enable them to help their pupils, and because many wished to study for their personal pleasure, a teachers' class was organized during the past year. The registration in this class has reached one hundred and twenty-five. A number of school principals as well as members of the Board of Education are members of this class. One of the principals said she decided to study the harmonica when she saw how much fun the pupils in her school were having. "I hope I'll be able to play as well as some of my boys," she said doubtfully at the first lesson.

Another group organized during the past year is the Police Harmonica Band. A patrolman, detailed at a function where the City Harmonica Band had played, saw the possibilities for recreation in this type of activity for his fellow officers, got in touch with the Recreation Department and thus the Police Harmonica Band was organized. At present there are twenty-five men in the band, including patrolmen, radio-car men, plain clothes men and some of the superior officers from the precinct headquarters. Their class is held at the precinct house after the men report in from duty, one evening each week. They have such a good time that a number of them report for practice even on their day off.

Their Repertoire

The repertoire of the harmonica bands includes favorite old time songs, patriotic melodies and a selected number of modern popular tunes. Not so long after they are introduced to the possibilities of the harmonica playing, the groups swing into an attack on classical music. Indeed, in a call for a vote on which type of music was most enjoyed a majority preferred classical music and the better modern songs.

The City Harmonica Band has, in addition, explored the works of the old masters, including many tuneful operatic selections. In such a program the pupils become familiar with the works of such famous masters as Mozart, Beethoven, Mendelssohn, Bach, Kreisler and many others.

As a culmination of the year's work a Harmonica Jubilee is held each year at which the various harmonica bands unite under the supervision of the Department and play together. This year the Jubilee was held on the opening day of Newark's Youth Week Celebration and approximately one thousand children took part. Represented in the Jubilee were the thirty-two school bands, the teachers' band, and the City Harmonica Band. The attendance at the Jubilee has grown to such great proportions that it is difficult to find an auditorium large enough to accommodate all those who wish to attend.

With the invention of the chromatic harmonica, this instrument is no longer regarded as a toy but rather as a satisfying means of self-expression. Dr. Bruce B. Robinson, Director of Child Guidance in the Newark Schools, when questioned as to the relative merits of this instrument as compared with others in relation to his own work, made the following statement: "The harmonica is the quickest and easiest musical instrument to learn. The satisfaction derived in mastering it in so short a time is a great contribution to the mental health of an individual."

The great interest shown wherever this activity is introduced is a happy indication that the youth and adults of our country are becoming aware of its real advantages and musical values. Through it, many people have discovered latent musical talents, as well as the fact that in this activity a worthy use of leisure time is to be found.

A Bibliography

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"How to Play the Harmonica at Sight"—Borrah Minevitch (Carl Fischer, Inc., 56 Cooper Sq., New York, 30¢). Booklet of practical instruction, with complete directions for playing twenty simple tunes and some exercises in breath technique; also advice to harmonica contestants and notes on care of the harmonica.

"New Standard Harmonica Course"—published by the M. M. Cole Publishing House, 2611 Indiana Ave., Chicago, Illinois, contains two hundred songs arranged for the harmonica, having the melody but without piano accompaniment, 25¢.

"Modern Harmonica Method"—published by Bibo-Lang, Inc., 1619 Broadway, New York, contains twenty songs arranged for the harmonica with piano accompaniment, 35¢.

"New Standard Harmony Course for the Harmonica"—published by the M. M. Cole Publishing House, 2611 Indiana Ave., Chicago, Illinois, contains fifty selections—forty prepared for two-part work and ten for three-part work on the harmonica, 25¢.

"Harmonica Budget of Famous Melodies"—published by Carl Fischer, Inc., 56 Cooper Sq., New York, containing forty-five selections, including operatic and popular melodies. A number of these are arranged for four-part harmony playing, 50¢.

"How to Play the Chromonica"—free booklet issued by M. Hohner, Inc., 351 Fourth Ave., New York.

We Celebrate Hallowe'en!

THE PARTY is planned for a large group and requires a good-sized recreation hall or gymnasium.

"Wailing cats and flying bats,
Ghostly figures seen.
Pumpkins mellow, moon that's yellow,
That means Hallowe'en."

Decorations

The entrance to the hall is made by placing two ladders peaked to form an arch at the door, making it necessary for the guests to walk under the ladders. To break the "jinx" a horseshoe dangles from the top. The number thirteen is placed inside the horseshoe.

A weird effect is achieved by the use of blue lights. The windows are covered with black paper with the number thirteen on it. A slim new moon is cut out on each window making it possible for the blue light to shine through. In the corners and about the hall are placed corn stalks, pumpkins, ghosts, and scare crows. Every now and then a ghost groans horribly.

There is a ghost at the door to meet the guests, all of whom come in costume. In greeting guests the welcoming ghost simply utters a groan accompanied by a loud bang from some hidden spot.

A table is placed at one end of the hall with a huge pumpkin in the center of it. From this pumpkin black and orange ribbons dangle to the edge of the table. The ribbons are tied to favors of pop corn witches wrapped in bright orange and black cellophane. Black candles are burning at both ends of the table.

Games

The March of the Ghosts. The players form a circle around the room. On the floor at intervals draw with chalk circles three feet in diameter. Someone plays the piano and the group marches around the room, walking through the circles when they come to them. The music stops abruptly every so often, and the person caught standing in the circle is a ghost and is out of the group. This goes on until the players are nearly all eliminated.

Half Ghost. The guests are seated in a large circle. The leader of the group names some letter of the alphabet; the next player adds a letter but must avoid an addition which completes the word. If the player does finish the word, he becomes a half ghost and no one must speak to him. Anyone who speaks to him also becomes a half ghost. The half ghost finishes the next word and he is a whole ghost. He is then eliminated, but he tries to get someone to talk to him. If they do they become half ghosts, and so on. The last person to become a ghost wins and may be awarded a prize.

The Witch Is Out. Divide the group into two equal teams, choosing one witch. Place one team on one side of the room and one on the other. Give several individuals in each group Hallowe'en names such as cat, ghost, bat, and so on. The witch stands in the center and calls out a name such as cat, and all cats from both sides must run to the opposite side. The witch tries to catch as many as she can before they get to their places. The ones she catches must join her and assist in catching the rest of the group.

Catch the Broomstick. From ten to thirty or more players may take part in this game which requires a large space. The players, who should be numbered consecutively, stand in a circle or semicircle. One player stands in the center of the circle or in front of the semicircle with his index finger on the top of a cane, wand, or closed umbrella, which is perpendicular to the floor. Suddenly he lifts his finger from the cane, at the same time calling the number assigned to one of the players in the circle. The person whose number is called must run forward and

In the recreative games course given at Utah State Agricultural College under the leadership of Maxine Heiss, instructor in Physical Education, the students, working with Miss Heiss, plan parties for holidays and special days. Through the courtesy of Miss Heiss we are presenting a Hallowe'en party.

catch the cane before it lies on the floor. If he fails he must return to his place in the circle; if he is successful he changes places with the center player.

This game will be very enjoyable if the action is lively and the player who is calling the numbers gives them in unexpected order, sometimes repeating a number that has recently been given, then giving a few in consecutive order, and later skipping over a long series.

Lame Witch. This game may be played by from ten to a hundred players. A starting line is drawn on the floor, behind which the players stand in two or more double files facing a goal. The goal should be ten or more feet from the starting line, and may consist of a wall, or a line drawn on the floor. At a signal the first two players in each line travel to the goal and back to the end of their line, which should have moved forward to fill the places vacated. They take their places at the rear end of the line, tagging the first players in their lines as they pass them. These players at once go forward to the goal. Each two players thus take their turn. The line wins whose last couple first reach the rear of their line, and there raise their hands as a signal. The right column of each team is to skip, beginning forward, the left column is to hop, beginning backward. (Players have left arms interlocked.)

Witches' Tribunal. The players, numbering from ten to forty, are seated in a circle, each player acting as his left-hand neighbor's lawyer. One player stands in the center and asks any questions which may come to his mind, his position being that of a judge. The person questioned must not answer, but rather, the question must be answered by his lawyer before the judge can count ten. Any answer may be used except single words or "yes" or "no." If the judge counts ten before the question is answered by the lawyer of the person questioned, the one to whom the question was addressed must take the place of the judge in the center of the circle.

This game usually proves quite laughable and affords a great deal of fun, as most of the answers given do not apply to the question asked.

Nut Race. The players—from ten to forty may play—are lined up in two lines, equal in number. The players at the front of the lines are each given a nut, preferably a walnut, which each balances on the back of his right hand while going over a given course which may be a circle around four chairs. His left hand is placed behind him so it will not be a temptation to use it. At a signal the players begin the race. Anyone dropping his nut or helping himself with his left hand must return and start over. When these players have succeeded in reaching the goal and return the next two players take their turn. The line finishing first is the winner.

Capering Cats. The players are lined up in several single files behind a starting line which is drawn at from ten to fifty feet from a finishing line parallel to it. At a signal the first players in each file, who have been standing with their toes on the starting line, jump forward with both feet at once and continue the jumping to the finish line, when they turn and run back to the starting line. Each player, on returning to the starting line, should touch the hand of the next player in his file, who should be toeing the line ready to start, and should begin jumping as soon as his hand is touched by the return player. The first jumper goes at once to the foot of the line, which moves up one place each time that a jumper starts out, so that the next following player will be in a starting position. The file wins whose last player first gets back to the starting line.

Sing for Your Fortunes. Each person is given a slip of paper on which is written the name of a song. There are two slips having the same title. Each player finds his partner by going around in the group singing that song. When he finds his partner, they go together for their fortunes or for refreshments. The fortunes are printed on yellow paper pumpkins and are drawn from a large pumpkin centerpiece by ribbons.

Refreshments

Funny-face sandwiches—(The top of the sandwich has eyes, nose and mouth cut out with a cheese filling pushing its way up through.)

Salad—Fruit salad served in an apple cup

Drink—Orange punch

Dessert—Chocolate cake cut in the middle and filled with crushed peaches. Whipped cream should be placed on the top.

Recreation Center Prize-Winning Design

On November 18, 1935, the Alumni Association of the American Academy of Rome announced a competition closing on January 17, 1936, on the problem, "A Community Recreation Center for a Town of About 12,000 People." *The American City* in its April issue announces the team winning the first prize. The members of this team are B. J. Rabe, architect; A. Briggs, painter; J. C. Lawrence, sculptor, and R. S. Kitchen, landscape architect of the College of Architecture of Cornell University. The project is described as follows by *The American City*.

The Problem

A public-spirited citizen in an American town of 10,000 to 12,000 people has decided to undertake an experiment in encouraging the development of the arts and recreation in his community to the advantage of all concerned. A piece of land has fallen into the hands of the city through default in taxes and has failed to pay adequate returns as a parking space. The client has agreed to provide the services of architect, painter, sculptor and landscape architect, and pay the cost of construction, if the city will furnish labor through its work relief program and donate the use of the land toward the erection of a building suitable for a community recreation center. It is hoped that this

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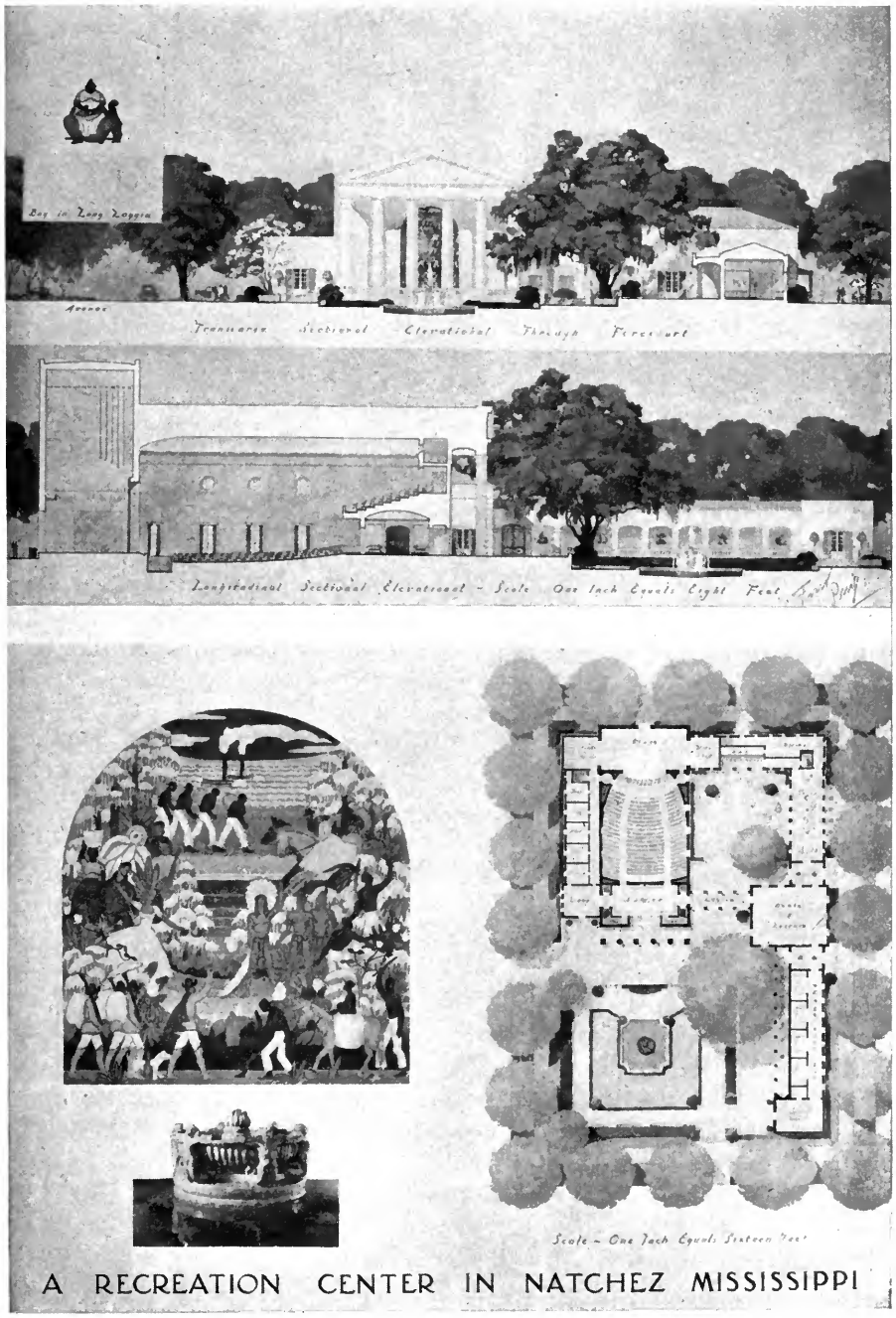

A RECREATION CENTER IN NATCHEZ MISSISSIPPI

Courtesy The American City

A Factory Building Serves a Community's Recreational Needs

Old factories, abandoned schools and churches, vacant shops and empty buildings of all kinds are today being converted almost over night into recreation centers and service buildings. No community need be without such a center at the present time, and hundreds of cities and towns are seizing the opportunity to add such buildings, however simply equipped, to their existing recreational assets.

In Evansville, Indiana, there is an old factory building which for years stood vacant—a symbol of idleness. Today it is one of the busiest centers of activity in the city. Hundreds of women, who a year ago knew want, are engaged in sewing projects, receiving wages for making garments for people on relief, and learning not only sewing but crocheting, knitting, weaving, rug making, and child care and home making. And thousands of people, many of them boys and girls, are enjoying the recreational activities to which a large part of the building is devoted under the leadership of James R. Newcom, City Recreation Director.

This old furniture plant was turned over last September, rent free, to WPA. A three-story brick building, it contains 150,000 square feet of floor space. The lower floor is occupied by the sewing project, which provides employment for nearly 700 women. On the second floor there is a smaller sewing project sponsored by Pigeon Township. When the women have completed their quota of plain sewing, they turn with keen enjoyment to a program of handicraft, which utilizes waste material.

It is estimated that an average of 2,000 people each day, from 3 o'clock in the afternoon until 10:30 at night, use the recreation facilities provided throughout the building. On the second floor there is a dance hall, and each Thursday night hundreds of people attend the dances held there. On one of the hottest July nights on record 2,300 people were present at the dance. No admission fee is charged, but no man is admitted unless he is accompanied by a woman. No drinking is permitted, and the only place in the building where smoking is allowed is a lounge in the basement. Music for the dancing is provided by a WPA band. For the older people old-time dances are held each Wednesday night, and 1,500 people attend.

On Monday, Tuesday, Friday and Saturday nights the dance hall becomes a skating rink. There is no admission fee, and skates may be rented at cost. Other recreational facilities include ping pong tables, horseshoe courts, an archery range, a badminton court, a rifle range and marble courts. Two game rooms equipped with radios and games of many kinds are very popular.

There are 133 boys and 23 girls from the NYA helping in the program under Mr. Newcom's leadership. Twenty of them are engaged in the making of marionettes and the production of marionette shows. They are also helping in the city playgrounds.

One of the major activities of the Recreation Division is instruction in weaving and other forms of handcraft. On the top floor of the building is a woodwork shop where men who formerly were employed as furniture craftsmen and expert cabinet makers are using their skill to make useful articles, and are keeping in practice for the day when they will again be back at their old jobs. From discarded baseball bats, otherwise unusable left-overs from the old furniture factory, and bits of wood picked up here and there, these men are making a great variety of articles, among them toys, looms used by the Recreation Division, and frames for making rugs. They have built an up-to-date marionette stage and are constructing a travelling outdoor stage built on a large trailer chassis. The stage, which will be about 20 feet square, will provide plenty of space for dressing rooms and similar facilities. The side of the

(Continued on page 318)

Courtesy Newark Museum

It Beats the Movies!

A SMALL BOY put the last of a series of animals he had been inspecting back in its cage in a corner of the Junior Division of the Newark Museum. He twirled on his heel, waved his cap and said, "Gee, this beats the movies!"

Beats the movies? "It *is* the movies," says the museum staff. "It is an idea in motion, an idea put to work. That idea is that people obtain more satisfaction from anything when they do something with it, to it or for it. Seeing is good. Seeing with doing is a hundred times as good."

The children *do* things at the Newark Junior Museum, not only in nature but in many other activities as well. During the past six months the museum has been more like a beehive than ever since the children have stepped from the streets of Newark through the doors of the museum into the far away and mysterious land of Tibet. Just within the entrance is displayed a rich store of treasures from Tibet, one of the museum's most prized and valuable collections. The children might have slipped by en route to the rooms set aside as the Junior Museum with but a casual "visitors' glance" at the exhibit, but these museum adventurers were not content at a mere glance. They wanted to know something more about it. Where is Tibet? Why did Tibetans make such ugly masks? How did the people live? To find out required *doing*.

So during the past few months the various clubs of the Junior Museum have taken a voyage of discovery north of India and west of China to little-known Tibet. They have examined the collection of "treasures" to the minutest detail, browsed about in books and asked innumerable questions. They have learned the customs of the simple nomad herder and his family, and have gone into the ways of city dwellers, delving into their manners, dress, dances and religious beliefs. They have come to know the importance and some of the customs of the saffron-robed lamas, and their interest has

Recently the Newark Museum, which maintains a Junior Museum, asked thirty-five other museums to tell of their experience in developing activities for young children. The replies which were received have been brought together in a booklet which may be secured from the Museum, Newark, N. J., at a price of 50c. each.

been captured by the stories and grotesque costumes of the Devil Dancers.

Out of It Evolved a Pageant

Two brothers of literary bent put the discoveries of the group into pageant form and it was decided to use this pageant for this year's May festival. The museum became a busier place than ever, for to put on a pageant with over 110 children of ages running from 4-17 years in which the children shouldered most of the responsibility is no mean undertaking!

All the museum clubs cooperated in the enterprise. The sewing club and various members of the cast made costumes; the modeling club made a dozen or two grotesque devil masks of intricate design and coloring patterned after the exhibit samples. The drawing club made huge panels, reproductions of sacred paintings, which were to hang over the doors and windows of the lamasery. Others erected a nomad yurt or tent, while still others collected instruments for a Tibetan orchestra. The Round the World Club of 7, 8 and 9 year-olds made prayer wheels, tea bowls and jewelry, and the Junior Drums Magazine staff prepared the programs by folding them, placing them between two decorated cardboards and tying them with a string in the manner of Tibetan books. The invitations were sent in mysterious "mirror writing" which at first glance was enigmatic enough to be real Tibetan writing. The members of the Junior Arts Club and the Junior Science Club prepared to act as hosts and hostesses for the performance.

Then came the pageant, produced in the museum garden with the red brick back of the museum decorated with sacred paintings, making a startlingly realistic lama temple. Before this wall collected the villagers gathered for the Devil Dance Festival. So natural were they in costume and manner that the adult audience, rusty in its ability to "make believe," had no difficulty in joining the throng in Tashi-Lunpo, Tibet on the other side of the world. The children were not putting on a "show." They were Tibetans as excited about the Devil Dances as an American on the Fourth of July, experiencing unconsciously the essence of the culture of which each had absorbed his mite in the months of exploration and adventure preceding the pageant.

This was not a new experience to many, for each year the Junior Museum members spend some time exploring and investigating some special exhibit. Last year they became acquainted with the Maya Indians, and the year before gave a play "When Books Come to Life" as a result of their museum adventures.

The Museum Clubs

Basic even to these specialties, which absorb only a part of the year, are the museum clubs. If you are 10 years old or more you may join the nature, drawing ,sewing, clay modeling and stamp

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Junior Museum Club members worked enthusiastically at the congenial task of making scenery for the pageant

Courtesy Newark Museum

Luther Halsey Gulick

An appreciation of a useful life

By J. H. McCURDY, M. D.
Springfield, Massachusetts

LUTHER HALSEY GULICK
1865—1918

LUTHER GULICK lived a full and varied life. His contribution to the National Recreation Association during its formative years was a large one.

He had the rare combination of vision, initiative, promotive ability and organizing talent. His word pictures of what might be stimulated people to action. His initiative developed self-starters in other people. His promotive talent and ideas set other people to work apparently on their own initiative. He had the unique ability of being able to select and inspire leaders without their feeling any sense of compulsion or direction.

He was impulsive and visionary. His impulsiveness led him at times to do quite unusual things. In his early years he wore a flannel shirt on all occasions including church and social functions to save on his laundry bill so that he might give more to missionary work. Later he wore formal dress for dinner in his own home to add dignity to the occasion and to accustom his children to formal dress.

He was never content to stay with the details of any organization. His death in his fifty-third year was probably the result of his impetuous living. His last service for the Y. M. C. A. in France during the World War was an illustration of his rapid decisions. He had come over for six months to gather impressions and facts for publicity work back in the States. After we had visited army camps together during his first two weeks in France, he said: "Mac, you need men for your recreation work. I can get them. I will cut my stay from six months to six weeks." He returned after six weeks in France, and within three months had secured 700 additional workers. He visualized dramatic situations in a way that impelled men to leave important positions to serve the soldiers in France.

In offering this appreciation of Dr. Gulick Dr. McCurdy says: "His life was an inspiration to many older men in leading positions. A fuller knowledge of his life and work can only inspire others to a larger life of useful service." The information presented in this article has come from a close acquaintanceship of thirty years, and from data in a recent book—*Luther Halsey Gulick* by Ethel Josephine Dorgan, published by the Bureau of Publications, Teachers College, Columbia University, New York City. Price $2.10.

His Education

Luther Halsey Gulick was born in the Hawaiian Islands on December 4, 1865. His boyhood was spent chiefly in Japan and his adolescent years in the States. He planned to follow his father's career as a medical missionary and looked upon his missionary work in physical education as temporary, though he was strongly drawn to this profession through his study at Oberlin through the influence of Dr. Hanna. Both Dr. Thomas D. Wood of Teachers College and Dr. Gulick were led into physical education through Dr. Hanna.

His early education was irregular and superficial due to the missionary travels of his family and also to his periodic headaches. He spent two years at Oberlin (1880-82) partly in the preparatory department and

partly in the freshman class. He spent one winter in the Hanover, New Hampshire, High School (1882-83). He attended the Sargent School of Physical Education for six months in 1885-86. He entered New York University Medical School in December 1886, graduating in 1889. His father had prepared for medical missionary work in the same school thirty-six years earlier. He was greatly influenced in his psychological ideas and philosophy of recreation and physical education by G. Stanley Hall, a leading psychologist forty years ago. During the early life of his children both Dr. and Mrs. Gulick left their children with helpers to go to Worcester for special work in child psychology.

Gulick was essentially a self-educated man. In his method of intensive study of a topic he forgot all else. This was exasperating to his friends and coworkers. When I came to Springfield to teach in 1895 he put me in charge of gymnastic instruction but kept one class himself. His attendance was very irregular. I complained. He said, "You think I ought to attend to my teaching or quit." I said, "Yes." "Well, I will quit now!" He appointed another instructor at once.

Early Work (1886-1900)

His first position was as director of physical education of the Jackson, Michigan, Y.M.C.A. beginning in 1886. During his medical course he served as medical examiner of the Twenty-third Street Y.M.C.A., New York City. In July and August of 1887, with R. J. Roberts he conducted the first Y.M.C.A. summer school at Springfield, Massachusetts. In September 1887, he organized the first regular course at Springfield, preparing physical education leaders. In October 1887, he added to his medical study the supervisorship of the national physical education work for the Y. M.C.A.'s of the United States and Canada. After his graduation from medical school in 1889 he gave his full time to the promotion of physical education at the College and served as the first secretary of physical education for the International Committee of the Y.M.C.A. He acted as director at Springfield for thirteen years and with the International Committee for sixteen years.

In those early days he was the author of many important articles. Of these only two important contributions are mentioned. One was "Our New Gymnastics," which gave a new philosophy on the relations of physical education to character building. The Y.M.C.A. previously had looked upon the gymnasium as a sort of spiritual flytrap with which it might ensnare the members. Gulick, against opposition from leading secretaries, insisted on Christian character as an essential factor in choosing directors. The triangle—spirit, mind and body—was a development of this idea.

Another contribution to the field of education was the *Triangle Magazine,* promoted by Dr. Gulick in February 1891. In March 1892, the name was changed to *Physical Education* and under this name had continued until July 1896. This was the first physical education journal published in this country with the exception of a trade journal published by Coop and Boms, gymnasium outfitters, in 1890.

Gulick joined the American Physical Education Association in 1887 at its third annual meeting, going on the National Council in 1888. As secretary he drafted in 1893 the scheme of reorganization of the association. He was a leader through this period—1893-1901—when he became editor of the *Quarterly Journal* published by the association, continuing in that office until December 1903. He served as president of the association from September 1903 to March 1907.

National Recreation Association Leadership

Gulick was the first president serving from 1906 to 1910. Joseph Lee has been president of the Association continuously since 1910. Gulick continued on the Board of Directors up until May 1917. The Playground Association of America was organized in Washington, D. C., in April 1906, with Gulick as its first president. Only forty-one cities were known to have playgrounds up to this date. Eighty-three additional cities were added from 1906 to 1909. In April 1907, the first number of the monthly *Playground Journal* appeared. In November 1907, the Board elected Grace E. J. Parker financial secretary and authorized a financial campaign. Lee F. Hanmer was elected field secretary at the same time. On May 14, 1909, Howard Braucher was elected secretary of the Association. Joseph Lee succeeded Gulick as president on June 7, 1910.

Gulick showed outstanding leadership in many different ways. Some of them were: (1) A rare pre-vision of oncoming movements; (2) Dramatic ability in visualizing to leaders new movements as

they appeared above the horizon; (3) Selection of able leaders who would carry on the work.

Appreciations

Many leaders wrote articles on his work and influence at the time of his death. I quote brief paragraphs from a few of these men. Joseph Lee wrote in the *American Physical Education Review* which published a symposium on Dr. Gulick in October 1918:

"My personal acquaintance with him was mostly in connection with the Playground and Recreation Association of America, of which with Dr. H. S. Curtis he was joint founder and of which he was first president and leader during its formative period. I very well remember his informal and wholly improper methods of presiding at our Chicago convention. He knew how to put life and originality even into official dealings.

"I was rather carried off my feet by the rate at which he developed the organization up to the enormous budget of $25,000 a year and even more —not appreciating that a year or two afterwards the budget would be five times that size and that during the present year it would be $15,000,000.

"But whatever the size the baby may grow to be, it was Dr. Gulick's baby. And the fact that there is any such organization in the country capable of marshaling the social resources of the communities near the training camps or of any other communities in an adequate and self-effacing way is due very largely to his early leadership. His power of selecting the right people (the greatest of all requirements in an executive) was well illustrated by his engaging as executive secretary such a man as Howard S. Braucher, who has been able to grow even in the geometric ratio of the organization itself."

Howard Braucher said in October 1918: "When the leaders of the play movement came together in Washington in 1906, Dr. Gulick was the natural choice as president of the new Playground Association of America. As the delegates talked together, swam together, played together at the first Play Congress in Chicago in 1907, all felt his inspiration. After the work of the Association was well started he insisted that he be relieved of the responsibility of the presidency, but he always remained a great power behind the Playground and Recreation Association of America, as it had later come to be called. . . . He so lived that his friends, still under the spell of his forward-looking vision, glad for the years during which they enjoyed comradeship with him, cannot be sad and heavy-hearted even when he has gone."

John Collier said: "Community workers owe to Dr. Gulick more than any one of them can fully appreciate. His direct contribution to public recreation and to the community center movement was important and his indirect contribution, growing out of a life work of more than thirty years, was momentous not only to the community center movement but to the development of American social policy. . . . He formulated the doctrine that social values are collective, not personal; that the community transmits social heredity; that the dynamics of human behavior are to be understood through contemplating human relations rather than isolated human beings."

Clark W. Hetherington, in the *Journal of Health and Physical Education* for February 1932, said: "The Association was fortunate in the beginning in having the services of the late Dr. Luther Gulick. Dr. Gulick had made a study of play and he had become deeply convinced of the significance of play as a social force and in education. He was one of the first men to recognize the character-educating significance of play. He was one of the few men of the day who had a consciously formulated philosophy concerning the power of social promotion in changing public opinion and he had analyzed its technique. Finally, he had something of the qualities of a politician. And he put these qualities into the work of the Association."

H. M. Burr, a faculty associate at Springfield, said in the *American Physical Education Review* in October 1918: "But perhaps it will be as a light bearer that he will be remembered longest by those who knew him best. His own light seemed to be fed from the limitless reservoir of the spirit. Other men lighted their lamps from his and spread the illumination. He radiated light. Dr. Gulick had creative imagination in an extraordinary degree. He had not merely the power to see visions but of translating them into realities. He dreamed dreams and made his dreams come true."

Warburton, one of the leading secretaries in the Y.M.C.A., said in *Association Men* for October 1918: "Luther Gulick was one of the creative geniuses of our movement. McBurney was one and so was Glen Shurtleff, and in that small but noble group Gulick properly belongs."

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Wayside Parks in Texas

TEXANS choosing to refer to their native state as the "Garden Spot of America" now have another point in their favor, for the natural charm and beauty of Texas roadsides is being combined with landscaping and tourist conveniences to create scores of "pocket-size" parks throughout the state where travelers may pause and enjoy the refreshing country air without the hazards which accompany the parking of automobiles on highways.

These tiny parks have an added feature in that they represent the ability and talent of thousands of young Texans employed on work projects set up by the National Youth Administration in Texas, in conjunction with the State Highway Department.

One of the attractive wayside parks which are proving a boon to travelers in Texas

Lyndon B. Johnson, Texas NYA director, and Gibb Gilchrist, state highway engineer, pooled ideas and resources and started production of the small recreational areas on a large scale, while searching for a type of work which would captivate the enthusiasm of the young people to be employed, which would be a fitting memorial to their efforts, and would be of permanent value to the public.

The first park was constructed in 1933 by the highway department near Edgewood, Van Zandt County, Texas, and at intervals others were added until the National Youth Administration came into the picture in 1935. Officials now estimate that NYA youths have completed or have under construction 140 of the small areas.

The availability of these pleasure grounds, which are usually two or three acres in size, makes it no longer necessary for weary travelers to stop at the edge of pavement and eat lunches from the running boards of automobiles dangerously near to speeding traffic. Instead, the motorist may drive in a gravelled roadway and pull up into the shade of large trees. There he may rest, prepare hot meals over a barbecue pit if he desires, and eat them on picnic tables which are being constructed by the youths.

Materials for the parks are furnished, together with competent supervision, by the highway department. Those in charge follow no specific pattern but use their own initiative in designing and landscaping the parks. As one approaches from the highway a little white sign advises that a park is just ahead.

Low stone walls separate the picnic grounds from the main road. Some of the areas have stone or concrete steps leading up to a vista where the tourist may get a panoramic view of the country side. Other parks have stone stairways or walks retreating to the edge of a brook or bubbling spring. "Standard equipment" for the parks consists of one or more tables built of stone masonry with smooth concrete tops, and benches, stools and cooking pits of the same materials. Landscaping of the grounds is usually coordinated with the rustic beauty of the surroundings with native trees or shrubbery being left intact, or added, to supply the shaded retreats.

The parks offer a variety of appearances in different localities throughout the state. In East Texas the shade is provided by tall virgin pines, while in the southern part of Texas large live oaks, festooned with Spanish moss, invite the motorist to rest. In the treeless areas of West

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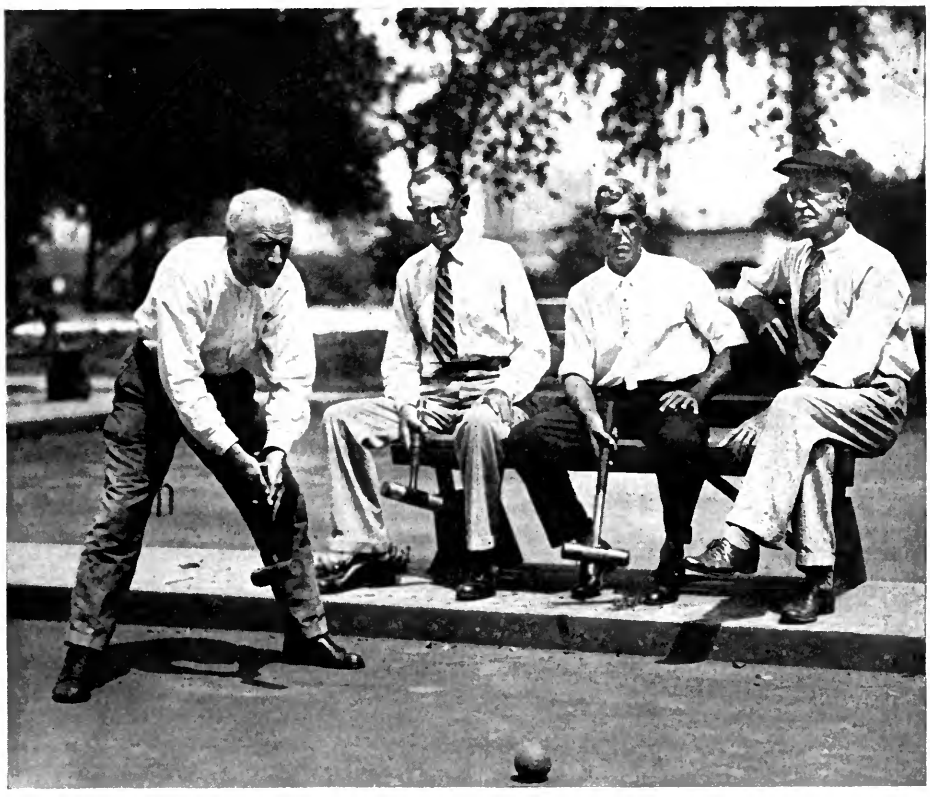
Play Past Sixty

Never too old to play is an excellent adage for all who are in middle life



Courtesy Board of Public Recreation, Tampa, Fla.

THE DAY when it was deemed fitting and proper and only decent to retire to the post office bench or to one's knitting and rocker sometime in the middle or late forties and quietly wait for the end is definitely past. Now life just begins at *forty!*

And what of sixty and more? Shelved? The Three-Quarter Century Club of St. Petersburg, Florida, playing softball before 4,000 people, would shout a lusty "no." The "Kids" versus the "Kubs" and the youngest one 75 years old! Careful supervision for five years by the recreation department has resulted in there being no casualties to these softball fans.

Nor does their activity stop at ball games. A Three-Quarter Century Club Chorus rehearses twice a week and gives concerts before various societies and organizations in the city. At social dances the director reports that many of the "oldsters," some between 89 and 92 years of age, never miss a dance.

The Battle Creek, Michigan, Three-Quarter Century Club, 150 strong and dressed in the clothes of yesteryear, went on a spree to Greenfield Village to revive memories of their youth. They took over the country store, ground a pot of coffee in an old-fashioned grinder, smiled at outmoded fascinators and derbies, and one spry lady of 83 even did a jig for the club.

The Three-Quarter of a Century group does not have a corner on all the opportunities for joyous living provided for older people by recreation departments and institutions in response to a growing awareness of the need for recreation for older people, a need which has been made more apparent by the steady increase in the number of older people in proportion to the total population, especially in the cities. A longer average life span, earlier retirement and the impersonality of city life makes the recreation problem of those past sixty a real and vital one.

Recreation executives of a number of cities report what they are doing to meet the needs of these men and women past sixty, either in special groups or in groups open to all adults.

The Director of Health Education for Denver, whose program is a summer one, reports activities for people past sixty. In the winter semi-public agencies provide facilities for checkers, chess, cards and other activities. One of the community centers conducts a goodwill industrial program wherein some of the older people are employed

in mending clothing, repairing toys and in other handwork.

In Detroit the older men take part in horseshoe pitching, bowling-on-the-green, old-time dancing, volley ball, chess and checkers, bridge and bunco, shuffleboard, croquet and quoits. A small number take part in playground ball. Membership in reading, stamp collecting and other hobby groups is also open to those who wish to participate. There is no segregation of the older women in the recreation program in Detroit, as it is felt that most women do not like to be definitely set apart in any specific age group even at sixty. Older women enjoy gymnasium and swimming classes, the sewing and handcraft groups, old-time dancing and bridge parties.

Groups of older people in Oakland, California, come regularly to enjoy dramatics, checkers, chess, cards and special programs. A number belong to hiking clubs. The branch libraries are of especial interest to this group, and the Oakland Forum is largely made up of older people.

Recreation activities for older people (some over 45, some over 60) are organized chiefly for women in Philadelphia. The Hobby League of the Playground and Recreation Association of that city offers opportunities to all age groups and both sexes. Philadelphia's experience has been that older men and women do not hold together in one organization, seeming to prefer to join groups of all ages, especially those over twenty-five. A number of the older people have joined the writers' and literary discussion group and participate in dramatics, handcraft, music, dancing and photography. In the writers' group many older people are quite deaf and the younger ones eagerly and willingly assist them. In dramatics the older people do more of the manual stage craft than acting.

Many institutions for the aged have been desolate and dreary places. True, food and clothing and such material necessities were provided, but little or nothing was done to make the old people feel they were wanted or needed, or to make the days colorful and interesting. One woman, when asked how she was, replied without looking up, "Hm, waiting to die." There wasn't much else for her to do. Games were thought sinful, a walk around the house was considered an adequate outing, and exercise and recreation were for young people anyway, not for the elderly, especially when they were infirm, partly deaf or blind. Let them sit!

We are gradually developing a more sympathetic, more intelligent and keener understanding of the needs of older people. We are providing not only food and clothing and shelter that is more attractive and cheerful, but we are providing for contentment and happiness in their daily lives. Tomorrow is no longer to be anticipated and endured with resignation, but to be awaited eagerly since it brings more time for hobby activities, committee meetings to arrange for the monthly birthday celebration, checker tournaments, old-time sings; croquet games or a picnic in the country. They find again the joys of being needed, of serving others, of having gay, good times.

A few years ago a questionnaire was sent by Professor Robert F. Clark of Marietta College to eighty-eight county homes in Ohio, asking the superintendents to describe the recreational and social life of the aged in these institutions. In spite of many handicaps county home superintendents have devised recreation programs of some sort. Some of the activities listed were fishing trips, picnics, automobile rides, flower gardens, music, reading groups, dominoes, checkers, horseshoes, cards, special holiday programs and even baseball and football. One of the larger homes has an occupational therapy room or toy shop.

An account of recreation in New York City's homes for the aged is given by Mary F. Kohl, Director of Social Service. She reports that since the inmates come from all strata of society the recreation activities must be diversified. For the "intellectuals" there is a library containing many books and periodicals. For those interested in games, cards, checkers, cribbage and dominoes are provided for indoor amusement. In the summer horseshoes is exceedingly popular and the courts at one institution were laid out by the players themselves. Quoits is also played and tournaments arranged for which prizes are awarded. "Competition is intense and youthful in its spirit and the renewal of strength and faith in themselves is the result of these simple recreations," reads the report.

At this time when much intelligent thought is being given to the problem of secure and happy old age for the men and women in America it is heartening to learn that those in charge of our recreation departments and institutions realize that men and women are never too old to learn or to enjoy creative hobbies and active play.

Recreation Through Handicraft

There is plenty of testimony to the eagerness of boys to "make things," but here is some special evidence!

By ELLICK MASLAN
Director, Vocational Work
Toledo Newsboys' Association
Toledo, Ohio

"KIN I JOIN the junior workshop? I wanna make somp'n!"

Usually he comes into the office accompanied by three or four of his buddies who crowd around the desk expectant and wide-eyed, once that question has been put. They are boys ranging in age from 9 to 15 whose parents may be Polish, German, Hungarian, Irish, Syrian or any combination of twenty-nine nationalities; half of them are Catholic boys in parochial schools where manual training is not provided. A third of them sell newspapers and only a handful can muster up enough money to join other boys' organizations. They either walk, ride a bike or street car, or hitch-hike within a three and one-half mile radius of the Club House. They come once a week, twice a week or as many times as they can, and take part in such daily activities as swimming, athletics, library and game room. The older boys have a choice of such vocational classes as carpentry, printing, commercial art, radio or electricity in well-equipped work rooms provided by the late J. D. Robinson. But all that is still not enough; it leaves a thousand youngsters itching to do something with their hands.

For a number of years we tried to meet this need in the usual way with classes meeting once or twice a week for toy-making, soap carving, block printing or metal work and supervised by volunteers or part-time instructors. As usual, the turnover was enormous; boys entered a class, stayed for a few weeks and then wandered into other classes to see what the instructors had to offer.

Creating the Workshop

Last year, however, we had an opportunity to try a new experiment through leadership made available by the City Recreation Department and the WPA; and this is what we did. We tore down the partition between two of the classrooms, thus making available a workshop approximately 18 feet by 50 feet. We brought in all available work tables, benches and movable cupboards. We erected a barrier at the entrance and set up a

control desk near the door. For equipment we provided eight coping saws, two back saws, two planes, four vices, ten hammers, a dozen half-round bastard files, an assortment of nails and some special tools for wood burning and linoleum cutting, all laid out on a special tool table. We fitted out one table with a dozen saw-jacks, another for painting and still another for drying and finishing. We brought in two small folding tables provided with drawing boards for sketching and art work. All that constituted our physical set-up.

Leadership

We then made a careful selection of three men to operate the shop. One leader had been assigned to us last year for the first time. He had no experience in teaching handicraft to a group of youngsters but he had had several years of manual training and sheet metal work. The second worker had taught commercial art the year before. The third had had considerable Y.M.C.A. training in physical education, a summer of playground handicraft and several months recreation supervision at the Juvenile Detention Home. He had come to us toward the end of the previous season and had developed a variety of craft projects, using discarded materials. The responsibility for supervising the program and the work of the other two men was placed in his charge.

"In every child there is the capacity to create; scattered as we are from genius to moron or imbecile or idiot in every one of these arts, each of us has some capacity to invent, to originate, to speak, to dance, to play an instrument, to make with our hands."—*Dr. Harold Rugg* in "Building Character."

We called this new activity the Junior Workshop and opened it up to any regular member of the Association on one condition only — that of good behavior. In order to enroll in the Junior Workshop, each youngster was asked to have an interview with the vocational director, after which he was given an entry card to admit him to class for five sessions. If he decided to remain after that he was considered a regular member of the workshop. The activity was carried on continuously without closing from four in the afternoon until nine in the evening on week days, and from twelve until three on Saturdays.

With his entry card a youngster would make himself known to the instructor in charge, who showed him around the shop, pointed out the various projects that had been completed, the full-size plan sheets on the bulletin board and the several crafts that were all going on at the same time in different parts of the room. At the wood work table, the boy could watch other boys cutting out toys from orange crates or making furniture; at the paint tables finishing touches were being applied in color. Here was a boy working on a metal tapping; beside him there might be another boy cutting linoleum blocks, carving soap, painting on glass, burning wood or doing any one of a number of things. The youngster was told to look around for himself, select what he wanted to do and come back to one of the instructors. He would then be given the materials with which to work and a demonstration of the correct method. He would continue as long as he liked or come in again at any time or any day that the shop was in operation so long as he kept busy working on his own materials.

When he had completed the project which he had selected, he could start another in the same craft or pass on to some other craft after consulting with the instructor. In this way he could progress from simple objects to more difficult ones or try his hand at a variety of skills. If there was something in particular which he wanted to make for his own home, he was given all possible assistance; he could bring in materials with which to repair articles or to do special work. In any case he could work the entire season and still there remained many projects from which to choose.

Every two or three weeks the instructors made the rounds of wholesale fruit houses, department stores, warehouses, and lumber yards to gather up orange and lemon crates, liquor boxes, scrap battleship linoleum, glass jars, inner tubes, oil cans or cardboard. Saturday afternoon was usually devoted to breaking up boxes, straightening out the nails and putting the shop in order for the following week.

The Results

Thus it went on for the entire season—an approach to recreation through handicraft. We kept accurate records of attendance and found that almost a thousand boys, or forty per cent of our membership, had availed themselves of the activity and that the average attendance per boy was as great as in the games room or the gymnasium. With three instructors we had taken care of more than twice as many boys as six instruc-

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The Recreation Program in Areas of Cultural Conflict

By HALCYON M. THOMAS
Supervisor
Martin School Recreation Center
Germantown, Pa.

IN CONGESTED city areas where large numbers of people from other lands establish their own communities, where foreign born parents and American born children live together in an atmosphere of unrest and turmoil because neither understands the other, the resulting social pattern is one of conflict and of intolerance that brings in its wake, all too frequently, juvenile delinquency and a breakdown of family unity. Conformity to socially acceptable patterns for family living seems impossible for parents and children who interpret life in widely different terms, and the results are frequently disastrous.

These foreign born parents come from middle European peasant stock. In their native environment life was simple and the peasant dealt with life in simple and direct terms. Parents controlled all the circumstances that touched family life and as their children married and established their own homes, they in turn carried on the home traditions of the "old folks." Jung, with penetrating clearness, depicts the peasant in his native environment —

> "He has a variety of wealth in his work and secures unconscious satisfaction through its symbolical content—a satisfaction which workers in factories do not know and can never enjoy. What do these know of the peasant's real life with Nature, those beautiful moments, when as lord and fructifier of the earth he drives his plough through the ground, when with kingly gesture he scatters the seed for the future harvest, of his deep and justifiable fear of the destructive power of the elements, his joy in the fruitfulness of the wife who bears him daughters and sons who mean increased working powers and prosperity?"

A Different Pattern of Life

Contrast this vivid picture with that of the peasant as we see him in America today, trudging home from the foundry, his face toughened with the heat of the seething furnace whose fires he must keep at Gehenna-like heat, his hands scarred and often maimed and mutilated by molten steel. Watch him as he handles the crane on one of America's colossal creations, one of those stupendous man-made buildings "into which the life of the peasant is frozen."

Women in the families of these toilers no longer live close to Mother Earth, helping with the planting of small truck patches and gaily colored flower gardens that hem in the thatch-roofed houses. Instead, they watch with apprehension as their men come home from the steel mills, the foundries and the leather factories. "Their daily lives in America lack grace and charm and the simple amenities that were the rule among the peasant people of the 'Old Country.'"

In an atmosphere of contradictions our peasant neighbors endeavor to rear their American born children. Instead of the soothing music of an accordion in the hands of a skillful player who taps the floor to the rhythm of his own music, the peasant hears the blatant radio as it jerks out, "The Music Goes 'Round and 'Round," while his adolescent daughter gyrates or "trucks" her way around the small front room. He cannot sit on his low doorsill and look out over well tilled, even growing grain or luscious vineyards. Instead he must sit on the stone step of a small house that is stuffy from the heat of the day and from insufficient cross ventilation; he must look at other small houses built like his own, houses that stretch in even rows as far as his eye can see. He waits patiently, dreams of other evenings in another country, while his little bedroom gradually cools off and he finds it possible to get sufficient rest to enable him to gather energy for the next day's monotonous toil.

Every turn of Dame Fortune's wheel carries with it the hopes and fears of the peasant. He is among the first to be laid off in time of economic

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stress; though he has been frugal his savings gradually disappear as he supports a large family during time of unemployment. He realizes he will never go "home." He must fold up that dream and tuck it away. Added to this sorrow is the keen and cutting knowledge that his children are not his, but belong to a country and a culture of which he, the peasant, can never become a part. Quietly but surely the distance between these European born parents and American born children broadens. Conflicting cultures bring bitter misunderstandings; misunderstandings provoke altercations; altercations destroy good will, and that structure on which society rests its assurance of continuation, the family group, begins to disintegrate. Members of families no longer need each other, their interests are diversified, and the essentials of home life are lacking.

Not one family but hundreds that make up our "foreign sections" find themselves in this state of disintegration. While each family has its own specific problem, sometimes apparently insignificant to the casual observer, the effect of this unsolved problem is exceedingly potent. Family patterns are projected beyond the confines of homes and become the set patterns of the social atmosphere of the neighborhoods.

How Recreation May Help

The inherent possibilities in a well planned educational-recreational program for such communities are legion. A well trained recreation worker sees these possibilities, seizes them at the logical moment and through group activities enlarges on the opportunities offered, builds his program to fit the needs of the community and becomes a force in family adjustment. He may aid in reducing delinquency, help to lift the members of the groups participating in the program out of their usual activities that have become monotonous, and stimulate imagination that leads to greater activity. All these concomitants of a well planned recreational program make progress toward good citizenship inevitable, for "character is developed through the interaction of the individual with his social environment . . ." since "character is both cause and effect of one's status in social groups."

Family participation is essential in the building of such programs, for where children and parents *play* together they learn to know each other better. In the American scene there are few family picnics, little reading of good literature in family groups and no commercialized recreation that makes a family appeal. Our foreign born citizenry can scarcely be expected to feel there is great value in American family life as viewed from the foreigner's point of vantage.

In order to promote family participation in an educational-recreational program in a community made up of foreign born parents and American born children, a special program was planned comprising the folk songs and folk dances of the countries represented in one social center's membership. The group leader planned this program knowing that except for the knowledge of the parents themselves there were no records of some of the dances and songs.

One mother, with thick ankles, knotted fingers, lumpy figure and a shawl on her head, came regularly to the center to teach the dance of her country, fearing that her American born children might not remember the intricacies of the dance after she had taught them at home. There was deep pathos in her statement, "My children not know my country, they America"—and she spoke truly. She also taught a group of children a lullaby she had heard her mother sing years before. On the evening of the program she changed her shawl for a dust cap and sat in the front row on the platform which had been reserved for parents; with sparkling eyes and smiling, parted lips she watched the dance of the old country executed faultlessly by her American born children. Nor was she the only mother who had this experience.

Another group in this same center dressed dolls in the folk dress costumes of Poland, Lithuania, Russia and the Ukraine, and in order that the interest of the group might reach beyond the members of the group themselves, China, Japan, and other countries were included in the study of the habits and customs of foreign countries.

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As the community center season approaches, recreation workers will be confronted with the problems attendant on the planning and conducting of activities for the foreign born. To do this successfully there must be a real understanding of the difficulties and unhappiness many people from other lands are facing in a new country into which their children are being rapidly assimilated while they themselves continue to cling to old customs and ideals. Miss Thomas has given us in this article a sympathetic interpretation of the situation which should help materially. With it she offers some practical suggestions based on her experience in a community center.

Making Waste Places Blossom

By JESSIE SCHOFIELD
Supervisor, Girls and Women Recreation Department
Salt Lake City

TO PROVIDE a park and playground in a selected residential district after the district was well settled was the task a year ago of Commissioner P. H. Goggin of the Salt Lake City Park Department.

The only available property was a narrow gully about one-half mile long through the center of which flowed a stream from a neighboring canyon. Approximately seven acres of sloping hill were in the original plot owned by the city. Before a park could be made it was necessary to secure four and one-half acres of privately owned property in the lower part of the ravine, including the only open flat territory in the neighborhood. Two acres of this, held in mortgage, were exchanged for two acres owned by the city in another section of the town. At the request of numerous women's clubs and the Park Department, Mrs. Lee Charles Miller, owner of the remaining two and one-half acres, donated the property for a park and playground, and through her generosity the Lee Charles Miller Park became an actuality.

Under the supervision of George Wilson, Superintendent of Parks, and with WPA funds, work is being done to transform dry, waste property into a place of beauty, with adequate facilities to care for the play and recreational life of the many children and adults in the neighborhood. From a landscape point of view, the park will present a delightful vista. Sloping hills are being planted with lawn and flowers, 10,000 shrubs and trees. Six foot trails wind with intriguing irregularity throughout the length and breadth of the area. A stream, turbulent only during the spring freshets but shallow, sparkling and refreshing during the greater part of the year, meanders through the center of the ravine. Natural rock is being used to wall the sides of the stream to prevent erosion.

The park is not being built from the point of view of beauty alone. Its use as a playground and recreation center is of primary importance. Five cement tennis courts, six horseshoe courts and a small children's baseball field fill the only large open space. A large picnic area has been hollowed out of the lower part of the canyon. Five fireplaces have been built in the wall surrounding one side of the area. Four of these are cooking fireplaces. The center one is a large open fireplace which will transform the area into a council ring for scouts or club groups.

In the center of the park, an amphitheater with a double stage on either side of the stream is being constructed which will provide seating facilities for 8,000 people. Perfect acoustics, discovered when men working in the center of the ravine and talking in normal tones could be distinctly heard all over the surrounding hillside, prompted the building of the theater, which will fill a decided need in Salt Lake City for outdoor musicals, dramatic productions, and meetings of various types. Natural rock is being used in all construction work.

Section of main picnic area showing three large fireplaces in process of construction

A small children's playground with a wading pool made by cementing and widening part of the bed of the stream, play houses, swings, slides, and a sand box, is situated in a sheltered part of

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Fencing and Its Place in Recreation

By ANTHONY A. SCAFATI
Fencing Supervisor
WPA Recreation Project
Union County, N. J.

It may surprise many recreation leaders to learn that fencing is becoming a feature of the recreation program in some communities. In this article Mr. Scafati enumerates some of the values of the sport which make it a desirable activity for municipal recreation.

ONE OF THE activities least known, though undeservedly so, is fencing. For many years it has been almost entirely legendary and has remained in obscurity fostered by a faithful few. The sport has always been regarded as definitely continental, hence it was left to the Europeans to enjoy and develop. But today in this country thousands are buying the necessary outfits and going at it enthusiastically. This renascence must have some reason back of it. Why has it caught the imagination of the public? Why is it being so fervently introduced and accepted by many of our secondary schools as well as hundreds of colleges?

New York City has a regular public school league; schedules are made and annual interscholastic championship tournaments are conducted. In Newark, New Jersey, four high schools have teams. With this interest the demand for facilities by the public becomes an avenue for the introduction of a really beneficial activity to the community centers. Some years ago fencing was included in the regular program by the Newark Board of Recreation. Three centers were devoted to it and so responsive was the public that today more than ten centers have regular time devoted for lessons and practice.

The Experience in One County

During the past year, as an experiment, Arthur E. Boutot, Union County Supervisor of the WPA Recreation Project, gave a prominent place to fencing in his program. The results were beyond expectation, and so well was it received that it was found necessary to continue most of the classes throughout the summer. Through the program more than seven hundred men and women have received an introductory knowledge of fencing. Many of these, because of financial circumstances, would never have been able to have the benefit of private instruction. A number of the fencers became quite expert and those of the community centers which were entered in a recent mid-Jersey tournament—an event open to all fencers living in central and south Jersey—won twelve of the possible eighteen medals. This achievement resulted in a great increase in the registration of the centers. More than thirty married couples devoted at least one night a week to fencing, attending classes together.

Perhaps the most valuable result accomplished was that it attracted the professional community leaders, many of them active members of strong business men's clubs who harbored the idea that the community recreation centers were operated solely for children and youths. In the course of their own personal participation they soon realized their mistake and consequently came to regard the centers as their neighborhood club. These people will be the source of real civic support in the future expansion of the recreation program, and any activity which is able to attract this needed strength is well worth while, whatever the investment.

Some of the Values

Many lengthy volumes have been written on the theory and practice of fencing, its history and important exponents. The average playground or community center director will be interested in knowing just what this activity would mean to his program. A project, to be of any consequence, must have a semblance of universal appeal. Fencing has all of the qualities of an ideal sport and is adaptable to people of any physical proportion. The common conception that the man who fences

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Folk Dancing in Chicago

By VYTAUTAS F. BELIAJUS
Folk Dance Instructor
Chicago Park District

WE HAVE IN Chicago approximately twenty-five folk dance groups, authentically costumed, which are appearing at many of the outstanding affairs occurring in the city. The great ovations with which these groups are greeted wherever they appear clearly demonstrates that even those who do not actively participate in the dance have a keen interest in it.

The Chicago Park District, fully realizing the great beauty and the cultural value of the folk dance, has established free classes in folk dancing at the various parks and community centers. The city, in sponsoring folk dance festivals, uses every means to encourage the revived interest in folk dancing among the different nationalities. And to those national groups which maintain their own instructors the city generously opens its park facilities.

The most outstanding event in this summer's folk dance program will be the huge festival scheduled for Labor Day at Soldier's Field. This is to be something of the nature of a formal presentation of folk dancing to the general public from which it is hoped much encouragement for future activity will be received.

The festival is being planned on a large and elaborate scale. Use is to be made of mass spectacles, parades and flag and lantern drills to create a gala atmosphere.

Differentiating Characteristics

There is no doubt that the festival is to be one of the most colorful events in Chicago's cultural history and one filled with vast educational potentialities. For the first time there will be portrayed for the public the characteristics in the dance which differentiate one nation from another. We shall be able to note the differences in the rhythmic tempo; we shall see how, in the dances of one nation, foot action predominates, while in those of another nation it is the motion of the hands which make the dance; in some we shall see peculiar turns or certain steps which the other nations have not, and we will wonder why. But everything has its reason, and we shall find these reasons contained within the story of the nations' lives. We shall be able to see in the dances something of the nations' national temperament, something of their national history, something even of the topography of the lands from which these dances come, and we shall see how the very clothes worn by a people influences their dancing.

A folk dance "consciousness" is being created in Chicago through the organization, in every part of the city, of groups whose sole purpose is the promotion and development of the art of folk dancing. Some of the language groups boast not only one but several folk dance units. The fact that even those nationalities whose communities are very small are forming groups, is an indication of an interest so vital as to require little stimulation for its awakening. Building on the interest aroused by the introduction of folk dancing into the Chicago World Fair, the Chicago Park District is organizing a community-wide program which is developing rapidly.

Let us take the Spanish folk dancer, for instance. The skirt part of the Spanish costume is very full. It is because of this fullness of the skirt that the "ronde de jambe" and other graceful foot turns predominate in the "Jotas" and other dances of North Spain where such turns give to the dancer the opportunity to display the rich fullness of the flare in the skirt. In the south of Spain—about Malaga and Granada — the countryside is famous for its vineyards. It is to these vines that we can probably trace the graceful and snake-like hand turns which we find in the dances which are native to these parts, for these hand turns may well have their source in the graceful motions with which the women pluck the clusters of grapes from the vines. In these hand turns of the dances of Southern Spain, the hand is extended either forward in a turned position or upward, afterward being brought in toward, or down toward, the body of the dancer — a perfect picture of the motion used in removing grapes from the vines. And here in the south of Spain the dances have many characteristics of the Oriental, an influence remaining from the reign in centuries past of the Moors.

In the Islands of Hawaii where weeds grow in profusion, the native dancers sway their bodies in emulation of these reeds as they are swayed by the winds. It would require much space in which to enumerate the reasons which lie behind every figure in the dance, for every figure in the dance has a reason for its being; they are far from having been arrived at purely through chance.

At the Labor Day festival the general public will be given the rare opportunity to study and to enjoy these fine points in the dance which will, we hope, give much impetus to the future development of folk dancing in the United States.

In preparing for the festival a letter was sent over the signatures of Miss Dorothea Nelson of the Chicago Park District and Mr. Beliajus, to the various nationality groups of the city, stressing the importance of preserving the folk lore of different countries, and inviting the groups to send units to a large mass meeting to be held on a specified date. The groups were urged to come in native costume and to bring their musicians. "It will," stated the invitation, "be a public exhibition, but for the invited groups only."

"During the meeting," the invitation continued, "we will have the opportunity to show to those present the dances, the way they are danced, and why they are danced that way. We will have an opportunity to get better acquainted with all the groups and to enter into friendlier relations. Then, on that very evening, we are to endeavor to form an Association, League, or whatever we may call it, with the main purpose in mind of demonstrating to the city the beauty that lies in the various folk dances, to bring folk dancing to the standard where it belongs, to maintain this particular inherited art in its traditional form, to give large scale festivals to the public and to keep friendly relations among all national groups existing in our cosmopolitan metropolis."

Thus a park department is seeking, by bringing together groups from different nationalities but with a common interest in their love of their folk art, to promote neighborliness in one of America's great cities.

In connection with its folk dance program the Chicago Park District published a monthly mimeographed booklet called "Lore," which is a clearing house for folk activities. The June issue contains an editorial on the exploitation of folk dance groups, the description of an International Night at Henry Booth House, a report of the Lithuanian art exhibit and a radio talk, "Lithuanian Folk Dances," which was broadcast. The steps for a Swedish dance are described, as are a number of Swedish costumes. The themes and plans for several festivals and pageants are given in some detail, including plans for the Sixth Annual American Song Festival. A folk dance calendar announces the time and place of meeting for each group.

A Municipal Sketch Club

By HELEN HUSTON
Supervisor, Social Recreation
Long Beach Recreation Commission

"Art is a mighty element for civic progress. Let us bring art to the people and the people to art."—*Otto H. Kahn*

ABOUT FIVE YEARS ago the Recreation Commission of Long Beach, California, organized a Sketch Club for the purpose of encouraging a better appreciation of art both for the public at large and the individual. Since its organization the club has been under the leadership of Mrs. Josephine Hyde, a local artist, who for many years has been interested in the promotion of art and has taught in the schools of Los Angeles and Compton.

Membership and Meetings

The club, which is open to men and women, has a membership of sixty-five individuals interested in art as a means of self-expression. There are no membership fees, no officers or organization. Each member provides his own materials. The director's salary and other expenses incidental to the arranging of exhibits are met by the Recreation Commission.

Meetings are held weekly on Thursdays, occasionally at the homes of the members or in the beautiful gardens of some of the members where many fine still life subjects are to be found. In some instances living models pose in costume as subjects for the more ambitious artists.

Art Pilgrimages

Frequent trips are made to nearby selected scenic spots where the natural perspective suggests interesting subjects for sketching. Box luncheons and covered dishes are taken to these meetings, making them delightful social occasions. Prominent artists are sometimes invited to the meetings, which are held in suitable outdoor spots, to point out some possibilities for sketching. Numerous club excursions are planned to art galleries and exhibits of interest, to Fish Harbor, the municipal docks and Laguna. One trip was arranged to Balboa where a famous artist painted a large boat picture before the class giving instructions to members who were painting the same subject.

The director of the club has done much to promote the community's interest in art by initiating art pilgrimages for groups in the Women's City Club. In the spring she took a party of seventy-five women on an all day trip to Los Angeles and Glendale. On this particular trip the members viewed the eighteenth century English art at the Exposition Park Museum, the Hugh Ballen murals in Temple B'nai Brith, and the art treasures and statuary at Forest Lawn Memorial where they also saw the famous window depicting the Last Supper.

Values of the Sketch Club

Few activities of the Long Beach Recreation Commission have a greater cultural value to the community than the Sketch Club. Since its organization it has been the means of self-expression to many people who have been anxious to pursue the study of art but have lacked the opportunity or funds to do so. The mediums used are pencil, crayon, pastel, pen and ink, oil and water colors. Special subjects such as block printing are studied from time to time. The various types of work done make it possible for everyone to find an interest in the club, and the novice is as welcome as the experienced artist. Unusual talent is often discovered and some members have followed their club work with courses of instruction under prominent artists. Aside from the primary purpose of art study, the club has been the means of establishing some very fine friendships among people of kindred tastes.

The values for the individual have been marked. One woman who has brought up

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Industrial Recreation—1936 Trends

By WILLIS H. EDMUND
Director of Recreation
Akron, Ohio

"EVERYTHING Stops for Tea," or an enjoyable arrangement of any other equally popular dance tune, executed with smoothness not unlike that heard in any metropolitan supper club, fills the room. The music stops, and a pleasing voice announces over the public address system that "Bob Jones" of Department 8B-Finishing, and Mrs. "Jones" have recently "three-ed," and that it would be nice to send flowers to "Chuck Quinn's" (Main Office) mother, who is ill at the City Hospital.

Can this be radio and night club of Broadway or the Loop? To the contrary, it is the daily luncheon music in the cafeteria of a large industry in Cleveland, Ohio, adding as a special feature today the weekly news broadcast of company high-lights. Five half-hour lunch periods each working day, this employee orchestra and the employee-batoneer, who also pinch hits as the announcer on the weekly news-casts, are relieved of their duties without reduction of pay, to play and bring entertainment to their fellow employees.

This is a pleasant sampling of a 1936 trend of industrial recreation.

In the Early Days

Back in the post-World War days of the early '20s, industry as a whole became "personnel" and "efficiency" conscious. Perhaps it was the result of the army training of some executives, or it may have been just the realization of the fact that in many cases much energy was being wasted by the lack of constructive personnel organization.

Personnel managers, in the course of their reorganization of industry, thinking on psychological levels, came to the conclusion that there should be some plan of bringing about a better feeling between employee and employer. This, they thought, would be accomplished if the company would organize a program of pleasant leisure-time activities for the employees and their families. But here the psychological thought ceased in many instances, for it developed that though these recreation activities were conceived and planned by the officials of industry, money needed to carry on the organizations was taken from the employees' pay envelopes.

Organized labor is in favor of recreation in industry, and to the extent of approximately 35% of its present members with recreational opportunities, is taking part in it. But, organized labor is not, and has not been, in favor of having money taken unsolicited from pay envelopes to finance activities, in the organization and development of which they have no representation. Hence in the pioneering days of the movement there occurred some labor unrest and a barrier in the path of rapid recreational advancement.

Methods Change

The industrial executives of 1936, however, have profited by the costly mistakes of the past fifteen years, and today it is difficult to find an industrial recreational organization of any consequence that is not being operated under the joint sponsorship of company officials and employee committees, or by employee representatives alone. Many industries have employed trained and experienced men and women as full-time recreation directors to coordinate the leisure-activity program and to work with employee committees. The finances are still necessary to carry on a comprehensive program, but the employees may pay dues or fees, or give contributions toward the maintenance, only if they desire to participate or to help the organization.

The company budget-employee dues combination plan for financing recreation in industry is the most popular one used today. Others in lesser use are profits from company-employee cafeterias and stores, vending machines, and receipts from the sale of activities tickets. The dues vary from $1.00 a year to $6.00 a year, including club fees where there are club houses, and range as high as $20.00 a year where golf privileges are included. As an additional source of revenue, memberships in some industrial clubs are sold to non-employees, and include golf privileges. Wives, husbands, and families of employees are permit-

ted to become associate members of the clubs by paying special fees. The old slogan of executives in the early '20s, "They will play because they must pay," in the 1936 version reads, "We will make our recreation program so attractive that the employees will want to cooperate and participate."

Many Activities Sponsored

A recent study shows that in one hundred and fifty-three industries in thirty states of the United States, forty-five different and distinct activities are being sponsored for men employees, and that twenty-seven activities are being sponsored for women employees. It has been a popular conception of many, and still is of some, that recreational activities mean only athletic activities, but the dictionary states that recreation is the refreshment of body or mind after toil, and does not indicate that this may be done only through athletics.

Personnel managers, recreation directors, and employee representatives are utilizing the broad meaning of the word "recreation" in organizing their leisure-activity programs, including with every possible type of athletics such activities as dramatics, musical organizations, pageantry, library browsing, hobby shows, etc. Programs are being organized on all age levels, to include the families of employees, if they desire to participate.

A large percentage of industrial officials believe that organized industrial recreation tends to decrease the possibilities of serious inside labor unrest, but very few have data or statistics to substantiate their opinions. In one state, however, including part of the largest steel manufacturing area in the Ohio River Valley, the director of industrial relations in a company has kept record month by month for two years of the complaints made to the officials by the employees through their representation plan. These records show conclusively that during the period of the year when the recreational activities are the most highly organized on all age levels, the number of employee complaints is the lowest.

Effect of the Depression

The depression, strange as it may seem, had very little effect upon industrial recreation as a whole throughout this country. It is true that expenses were greatly curtailed in many instances, some activities were dropped, and in a very few industries the entire program was discontinued. However, to balance this curtailment and disorganization, many other companies, realizing that the lessening of working hours and the cutting of wages was leaving their employees with more leisure and less means with which to spend their leisure constructively, made possible an increase in recreation activities and facilities. But the greatest number of industries experienced little change in the scope of their programs. Some policies were altered to accommodate a lack of surplus money on the part of employee and employer, and substituted activities that could be financed with less budget. 1936 reports from officials of industries who dropped their programs during the depression state that reorganization is under way in many instances, and that it is being enthusiastically received by the employees.

Cooperation Essential

The relationship between industrial recreation and municipal recreation should be a most cordial one because they should have the same fundamental objectives. Small industries often rely

Courtesy Electric Storage Battery Company, Philadelphia

A gateman of the Sheet Mill, Weirton Steel Company, who takes tremendous pride in his home surroundings, has made the beautification of his back lawn his special hobby.

Courtesy Weirton Steel Employees Bulletin

upon community recreation to give to their employees opportunities that the companies cannot organize themselves. Large industries located in small communities supply facilities and activities for the entire community, thus realizing not only the benefit of better morale among the employee group, but the friendship and cooperation of the employees' families and friends.

In the cities which are industrial centers, officials of municipal and industrial bodies should cooperate because of the services they can do for each other. Plans carefully worked out together may mean the evasion of a needless and wasteful overlapping in activities in one area of the city, while another area must be without recreational opportunities. Facilities also may be loaned and traded between the two departments at times when a change in location of activity might mean its success or failure.

Some industries, feeling that the success of an organized program lies in the interest of the employees in such activities, have hesitated even to suggest the idea because of the apparent lack of interest in the employee group. Profiting by the sad experiences of some industries who in the past attempted to force recreation on the employees, with resulting labor unrest and dissatisfaction, these industries, though officially they feel kindly toward a leisure-time program, have adopted a hands-off policy, preferring to wait for a spontaneous request for it from their workers.

Mention has been made of successful industrial recreation organizations, of interested companies waiting for the opportune time to organize, and now, completing the inevitable cycle, there are the officials of some industries who see no benefit in employee recreation because it has no advertising value to the company, and others who respond to the query, "Why don't you have employee leisure-time activities?" with the answer, "Why should we?"

At one of the section meetings on the subject of recreation in industrial plants held at the Twenty-first National Recreation Congress at Chicago in October 1935, Guy L. Shipps, of the Dow Chemical Company, Midland, Michigan, presented some of the information secured from correspondence with a limited number of industrial plants in Michigan which promote recreation.

In response to the question "What has been the effect of the depression upon recreation programs in industrial plants?" the majority of industries reported no adverse effects or an intensifying of the program. One large industry wrote—"Insofar as our plant is concerned — we have about 4,000 employees—we did not allow the depression to have any effect on our program. If anything, we lived a little closer to the recreational program and slightly intensified it during the depression period."

Almost all of the replies to the question "What types of recreation have proved most successful?" indicated physical recreation as the most highly developed type in industries. Social recreation, according to the reports, is second in importance. But the program in the plants communicated with is quite limited, and in most cases consists of a few dances given during the year, or general social mixers. Dances and attendance at games are practically the only activities entered into by members of the families of workers, except for picnics in the summer time. An outstanding exception is the Industrial Mutual Association at Flint, with its summer cottages.

What Are the Possibilities of Coeducational Physical Education in Secondary Schools?

By
WINIFRED VAN HAGEN
State Department of Education
California

TRAINING in the social usages that help to oil the wheels of daily living should begin in the earlier years of life. Taught and practiced then they become as fundamentally a part of the individual's personality as the other mechanical habits of living, such as walking, talking, and sleeping. Automatically the little courtesies will occur that leave the recipient with a feeling of refreshment and uplift—the ego is satisfied. Much unhappiness and emotional disturbance for adults are due to the fact that they do not know what is socially the correct thing to do in a given situation when humans work or play together.

The habit of consideration for others cannot be started too early. It should be well established before children start to school, so fundamentally in the beginning it is a home responsibility. The fact remains, however, that many adults who have been educated in our public schools did not receive from their parents or teachers such specific training, and as a result have no background with which to meet the situation in an adequate way when trying to help their own children.

Probably in no phase of the school life is there greater opportunity to practice the amenities that make life the happier for their observation than during the physical education periods, provided the boys and girls are permitted to work together.

Custom to date has sent the boys to one area of the school for their physical education, the girls to another. Not even during inclement weather has any vision been shown in arranging for them to use together the gymnasium or auditorium facilities.

In the elementary grades, high school and college, teachers should select and organize an activity program in which boys and girls play together frequently. In the lower grades this custom should be a daily occurrence, and in the upper grades should be scheduled not less frequently than once a week, preferably more often.

What Some Schools Are Doing

A growing number of schools, high and elementary, are scheduling facilities, faculties, and physical education periods so that boys and girls together now have frequently repeated experiences in studying leisure-time activities and the social customs that are part of them.

During 1930-31 the Abraham Lincoln High School of Los Angeles, at the suggestion of the principal, Dr. Ethel Percy Andrus, "undertook an experiment of their combined physical education departments in which the normal social situation of boy and girl together would be maintained and the content would be avocational in nature." Archery, golf, tennis, and social dancing were offered. Boys and girls were permitted to elect and study,

The subject of so-called "co-recreational" activities, so long neglected in our recreational and physical education programs, is at last receiving attention. We quote here from an interesting article which appeared in the September 1935 issue of *The Journal of Health and Physical Education*. This article deals with the problem in secondary schools. Definite activities for older boys and girls and for young men and women are to be found in "Partners in Play" published by the National Recreation Association. $.75.

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during two of the five weekly periods in physical education, one of the above activities, each of which has an appeal for use in adult living.

The most popular classes were those in social dancing—open to all pupils but required of none. Early outcomes were: improved personal appearance for the students and social ease, both boys and girls overcoming their extreme bashfulness.

Campbell Union High School, by a different method, met the problem of providing training for its students in social skills and courtesies, needed where persons gather together for dancing. Principal D. H. Cramer and members of the Board of Education, knowing that the young people of the school were acquiring standards and ideals from attendance at road houses and dance halls, sent a notice home that by their authority a certified teacher in social dancing would conduct a social dancing class on Friday afternoon for an hour; the school day would close fifteen minutes earlier and the school busses would be held. Practically all parents permitted their children to have the instruction, and as a result the school parties which followed were very successful. It is hoped that this will be an annual custom.

University High of Oakland has made Friday elective day. Three choices are possible: archery, social dancing, and games. For archery the school has twenty bows, two students being assigned to a bow. This fall they will have additional bows suitable to the strength of the boys. Social dancing is given each period of the day. As many girls are assigned to each class as there are boys signed up for the instruction. Some classes have as many as sixty boys, others as few as nine.

Claremont Junior High, Oakland, is doing some intensely interesting work with coeducational classes in social dancing. Those who took part in the social dancing instruction given at the institute session in Oakland last fall, by four boys and four girls from this school, will not forget the ease, poise, and dignity with which they demonstrated, taught, and corrected approximately 125 grown-ups.

A List of Activities

Boys and girls who are temporarily or permanently handicapped very especially need the thrill of acquiring and perfecting skill in games suited to their particular limitations.

It is entirely possible to arrange boy and girl groups for these students so that they may study and enjoy different activities together. A partial list of the activities they might do together are: (1) Games that may be played on a table or on which small objects are thrown toward a game board or diagram while the students are seated, such as Airway games, Babe Ruth baseball game, bean bag bowling, bull in the china shop, canball, conette, crokay (table), do-do ball, hang-it game, indoor tetherball, jolly tumblers, kank, poosh-m-up, ring-o-lett, ring the chair leg, smiling faces, spin the ring, table baseball, whirr; (2) Games with darts such as bolo-nette, darts, dart baseball, dart-mor game, hearts and darts, poppin ball, riflery, smithy target game; (3) Games played with equipment or with a diagram drawn on the floor such as bean bag bowling, bean bag toss, boccie-indoors, boloball, bridgeball, bullboard, croquet, ding dong bell, duck pin bowling, floor baseball, lucky strike bowling games, golf putting indoors using Wilson's putting discs; (4) More vigorous games that this group may enjoy together are archery, battledore and shuttlecock, bonarro, bowling on the green, clock golf, codeball on the green, deck shuffleboard, deck tennis, diabolo, disco, fly casting, lawn bowls, paddle tennis, pig-in-the-hole, ping pong, quoits, rhythms of various kinds — folk, social, and square and longway dances; sail-o-rett, six-hole basketball, tetherball, volley ball doubles.

For the boys and girls who may enjoy vigorous play, the following are suggestive of the activities that they may enjoy together: archery, badminton, basket end ball, batball, le boccie (outdoors), bombardment, boundball, bowling, captainball, captain basketball, codeball on the green, crossball, curling, dancing—social, tap, quadrilles, double cornerball, driving in golf, duck on the rock, duello, endball, field dodgeball, four-court dodgeball, handball, hand tennis, hit-pin baseball, kickball, longball, netball, nine-court basketball, paddle handball, paddle tennis, ping pong, progressive dodgeball, relays, roller-skating, sail-o-rett, simple mass games, hunting, snow games, soccer baseball, stunt, swimming, tennis, tetherball, triangleball, two old cats, volley ball, volley ball doubles, work-up.

It goes without saying that games mentioned in the previous lists are useful for this vigorous group but not of necessity during their physical education periods. Many of the games should be useful during the noon hour and for intramural play when too strenuous activities are not desirable. They will be useful, too, for other recrea-

(Continued on page 326)

WORLD AT PLAY

Lost — One Park!

THE June issue of *City Planning* published by the Buffalo, New York, City Planning Association laments the fact that Bird Island Park, a 25 acre park representing an investment of over $2,000,000, has been taken over as a sewer disposal site. The park was ready to be surfaced and seeded, and with the addition of shrubs and trees in a few years would have been a very attractive beauty spot. All of the drainage and water required for active recreation areas had been provided including a complete layout of tennis courts and baseball diamonds and a small children's play area. "Had the master plan been adopted by the city," states *City Planning,* "it is very questionable whether this transfer of city property would have been made almost without debate on the part of the citizens of Buffalo."

A Soap Box Derby

IN connection with the Third Annual All-American Soap Box Derby, the Chevrolet Motor Company of Detroit, sponsors of the event, has issued the 1936 Official Rule Book, which contains rules and regulations for the derby and also detailed instructions and diagrams for making four types of racing cars. These designs have been prepared by Edwin T. Hamilton, author of a number of books on handcraft.

Negro Group Singing

THERE is no singing more real or more generally interesting to people than that of Negro groups. The possibilities in this field are much greater than we have commenced to realize not only with respect to the music itself, but also to its human and social values to the singers and to those who would listen to them. It is very gratifying therefore to learn that in one city at least, in Lexington, Kentucky, there is a Negro Choral Alliance which recently had its first festival of choral music. This festival included the Silvertone Choral Society, a group of women's voices, the Lexington Jubilee Singers, a group of men who make a specialty of Negro spirituals, and the Dett A Cappella Society which is an unusually fine community chorus of 115 men and women gathered from the choirs of about a dozen churches and rehearsing every other week some of the best choral music in the world. The leader of these groups, Mr. R. Hayes Strider, formerly of Fisk University, intends also to organize a community orchestra which besides giving concerts of its own will take part with the chorus in light operas, Christmas and Easter programs and another choral festival.

The Interests of Teen Age Girls

The American Girl, the monthly magazine of the Girl Scouts, in its issue of July 1935, published a full page questionnaire asking about the activities, interests, hobbies and household duties of girls from ten to eighteen years of age. The results of this study based on a tabulation of 1,000 out of 2,911 responses, has been published. Arts and crafts ranked high in the list of activities in which girls participate and also in the list of activities in which they are especially interested. For 692 girls music ranked first in the list of participation activities, while 496 reported a special interest in music. Pageants and plays ranked fifth in the participation table, fourth in the special interests list. Reading was the hobby mentioned most often.

A Craft Center

JUNE 26-27 saw the opening at Howell, Michigan, of the Cromaine Crafts in the boyhood home of Francis J. and Edmund C. Shields, donated by the Shields brothers in memory of their parents to Cromaine Crafts of Hartland, a Hartland area project, which will hereafter be used as a crafts center and gift shop by the citizens of Howell and Livingston County. In addition to addresses and social events, the opening ceremonies included music, a demonstration of craft activities, a craft exhibit, a craft

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play —"The Three Weavers"— and folk dances. The Hartland area project is an effort to lay out a district in a typical rural country with a village center containing a school population of about 1,000 children and a total population of about 4,000, and to bring to bear on this group all the creative and constructive social and educational influences to make possible a richer and more abundant individual and community life.

A Gift to Spokane — Mrs. E. A. Shadle, of Spokane, Washington, has presented the city with a memorial area and center. It will contain a plunge and a bath house, a field house, children's playgrounds and major sports buildings and facilities for adult recreation.

A Course in Folk Dancing — Beginning October 4th the Folk Festival Council will present a course embracing the songs and dances of twenty-eight peoples. There will be four sections of eight sessions each. The teaching member groups of the Folk Festival Council are authentic folk groups, who will demonstrate and teach the songs and dances and their nationalities in regional costume. Wherever possible native musical instruments will be used. Further information may be secured from the Folk Festival Council, 222 Fourth Avenue, New York City.

Playground Music in Ann Arbor — Instrumental music classes were offered last summer as a part of the program of the Ann Arbor, Michigan, Department of Recreation. There were classes in piano, harmonica and flageolet playing and an all-city junior band and orchestra were organized. The project was made possible through the cooperation of the Public School Music Department of the University School of Music. No charge was made for instruction.

Recreation Center Prize-Winning Design

(Continued from page 293)

building will encourage local expression in drama, music, dance and graphic arts, as well as prove an attractive and inexpensive meeting place for the town at large.

The architect and other artists have consented to reside in the town for a year and have agreed that $6,000 shall be adequate compensation to each for their services during that time. Office space and incidental expenses will be provided by the city, and adequate assistance will be furnished through its work relief bureau.

It has been decided to erect a community recreation center for this town with sufficient stage facilities for normal local productions, orchestra, some allowance for exhibition space, and facilities for serving ice cream, pastry and such wines, beer or liquors as might be approved by the community.

The site chosen is a plot of ground 300 by 200 feet one block removed from the main street, and faced on four sides by a miscellaneous collection of small retail shops of the second class and rather run-down residences. It is the hope of the client that this surrounding property will be so increased in value by the erection of the community recreation center that its owners will retain the designers for remodeling at or before the conclusion of their year of service.

In the note of warning to cooperating students it was said: "Ideally the four arts should be thought of and used as basic units with which a unified design is to be developed and perfected. The choice of interesting subject matter or individual brilliance can in no way be considered to offset these primary relations."

The design of the winning team is here reproduced. Natchez, Mississippi, was chosen as the site, and the buildings were done in Mississippi Georgian style, with large open courts. A mural for the entrance to the foyer of the theater depicts in the modern mode life on the Mississippi, and several open air cafés are included.

The Jury of Award was composed as follows:

Architects — Edgar I. Williams and William Adams Delano

Landscape architect—Michael Rapuano

Painters—Francis Scott Bradford (chairman of the committee) and Barry Faulkner

Sculptors — Sidney B. Waugh and Joseph Kiselewski

The drawings were exhibited from January 27th through February 1st at the Architectural League in New York City and were then sent on a tour to the many schools participating in the competition, later to be returned to the owners.

A Factory Building Serves a Community's Recreational Needs

(Continued from page 294)

stage trailer may be lowered to serve as a platform for the band or orchestra which will accompany the play.

When the sewing project was established the women employed experienced difficulty in caring for their children while they were working. The result was the establishment of nursery schools, one located at the Community Center, one in another district, and a third for Negro children at the Negro Community Center.

The building also houses the classrooms of the Emergency Education Division. Conversational English, business arithmetic, home economics and home nursing, first aid, child nutrition, hygiene, workers' education, art and sculpture are included in the curriculum.

Using Salvaged Materials

When the Community Center building was obtained, rent and tax free, the sewing project had not yet been approved, and labor costs could not be charged to it. Fifty men from the transient bureau were obtained to prepare the sewing rooms. Materials needed for repairs were secured from salvage from the old FERA offices, and the local township trustees provided funds to obtain the items it was necessary to purchase. The building was painted with paint manufactured without cost from the used carbide obtained from a local manufacturing plant. Old shipping crates in which the sewing machines were shipped were converted into music stands for the band. Steel fire coverings for elevator shaft openings were made by straightening out the galvanized steel in an old cyclone sawdust blower that had been discarded by the furniture factory.

The brick work of the power plant was found to be defective. The owners of the building furnished the necessary materials, and WPA workers laid approximately 50,000 bricks. Areaways and old lumber yards outside the building were cleaned and resurfaced with old brick bats and cinders to provide parking facilities.

It Beats the Movies!

(Continued from page 296)

clubs. If you are 7, 8 or 9 you may be a member of the Round the World Club and though you may be only 4, 5 or 6 you are invited to join the Little Club. For the high school age there is a Junior Science Club and a Junior Arts Club. All these groups meet regularly once a week, but the members are free to come Saturday afternoons if they wish to continue their activities.

To what purpose is all this activity? To what avail is the sympathetic, patient and trained guidance and assistance of the museum staff? The children through *doing* are having joyous adventures which in their own opinion "beat the movies," no slight praise in a movie-mad world. Unconsciously they are widening their cultural horizon, deepening their appreciation of beauty and developing leisure time interests and latent abilities which are carried over into the home and may carry over into adult life. The activities and organization of the Junior Museum make the situation one rich in character developing possibilities. Of this the staff is keenly aware, molding the program and methods to achieve the best possible results.

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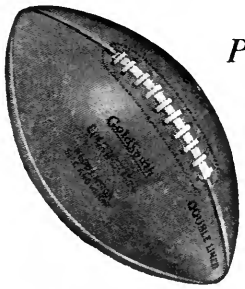

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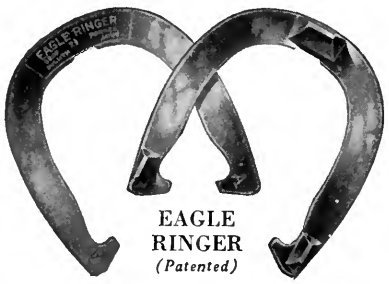
Luther Halsey Gulick

(Continued from page 299)

Leadership in Other Fields

Gulick was a prolific writer. He wrote sixteen books, eight handbooks, eight pamphlets and 223 articles. In 1914 he gave his private library on physical education, recreation and related subjects to the College at Springfield. This gift included



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350 books, 300 pamphlets and seventeen volumes of manuscript. This collection in English, French and German gave an index of the breadth of his intellectual interest.

Space does not permit giving an account of his leadership in other fields. He was the outstanding leader in the building of the new curriculum in professional preparation of men and women for physical education and recreation. He led in the development of physical education as the first director in Greater New York. His organization of the Public Schools Athletic League opened a new approach to recreational athletics under congested city conditions. Gulick with Dr. Thomas A. Storey led in the development of the American School Hygiene Association. With Mrs. Gulick he founded the Camp Fire Girls giving leadership to new activities for girls.

As a personal friend and associate in many activities for thirty years I saw him meet and master new situations. He still lives in the hearts and ideals of individuals and in the attitudes and activities of organizations.

Wayside Parks in Texas

(Continued from page 300)

Texas where natural shade is unavailable, the picnic tables and benches are protected from the weather by shelters which include four stone columns supporting a roof.

The enthusiasm of land owners in donating sites for the parks has proved their popularity. Since funds are not available for purchasing locations, all must be donated. Roadside land owners have almost unanimously supported the idea with gifts of land. In some instances city officials have favored construction of the parks in their sections to such an extent that steps have been taken to buy desirable tracts and turn them over to the highway department.

With the cooperation of motorists the small parks will last indefinitely, as the tables and benches are not easily damaged. Moreover, the Texas Highway Department, ever interested in increasing the pleasure of motor travel in the state, plans to keep the grounds in tip-top shape as a part of its regular maintenance program.

Writing about one of these parks, the editor of the *Bee-Picayune* says:

"The highway department, with the help of boys from the NYA, has done much toward beautifying the park at Tulsita, about two and one-half miles north of here. With the grand old oaks, convenient water and good drainage it makes an ideal spot where one may stop, relax and really enjoy life. The people of that community make use of it by gathering there for moonlight parties, picnics and other diversions that make young folks happy and old folks young."

Originally undertaken as a civic beautification and recreation program, Texas' 200-odd "baby parks" along main highways also may promote safety. Already the roadside rests have proved efficacious in reducing fatigue at the wheel, which the National Safety Council has shown to be a common cause of accident. The lure of the little park, with its picnicking facilities, shade, graveled driveways, flower plots and general air of hospitality, is irresistible to the tired motorist. He stops to rest while the women in the party prepare lunch and the children go on exploring expeditions, and thus is able to resume the drive feeling refreshed.

By that service alone those spots doubtless will save numerous lives. They help in another way, by almost eliminating the temptation to park in

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Camping World, July 1936
- The Progressive Camp Program, by Barbara Ellen Joy
- Crafts That Combine Beauty and Practicability, by Albert L. Opie

Parks and Recreation, July 1936
- Recreation in the National Forests, by L. Glenn Hall
- Our Rivers As Parks, by Henry S. Curtis
- Owl's Head Park, by Richard Murdock

Parents' Magazine, August 1936
- What Are Your Children Reading? by Henrietta Peabody Carlson
- Hobby Rooms From Cellars, by Henel Sprackling

The National Parent-Teacher Magazine, August 1936
- Hobby Rooms From Cellars, by Helen Sprackling Marjorie Johnson

Red Cross Courier, August 1936
- Taking the Peril Out of Canoeing, by Carroll L. Bryant

PAMPHLETS

Back-Yard Playgrounds
By Benjamin F. Betts. Bulletin No. 5—Better Homes in America, Purdue University, Lafayette, Indiana

Standardized Rules Games
Union County Park System

Rhythms and Songs for the Very Young Child
Available from Dorothea Nelson, Chicago Park District, 10¢ for postage.

Rules of Golf
United States Golf Association, 73 East 57th Street, New York City

Thirty-Eighth Report
Essex County, N. J., Park Commission

Fifty-Third Annual Report
Board of Park Commissioners, Minneapolis, Minn.

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the traffic-lane or on the road-shoulder — both dangerous practices. Though the motorist frequently is reminded of the regulations against such parking, he will stop when fatigued or to change a tire. The Texas innovation, which has attracted country-wide attention, goes about remedying that condition in the right way.

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NYA youths, in helping construct the parks, have received valuable work experience, have done something of definite community value, and their pay checks have been of financial assistance to their families.

Recreation Through Handicraft

(Continued from page 304)

tors in as many rooms had looked after the year before. The average daily attendance was 85 youngsters with a record high of 156. There were times when by actual count as many as sixty boys were working in the workshop at the same time. More than twenty different skills were taught at some time during the season and some 4,000 articles were completed and taken home by the boys. Original patterns and projects were developed from scrap materials and kept on hand for future use. Exclusive of supervision and maintenance costs, less than $100. had been spent on supplies such as paint, glue, saw blades, brushes, solvents, and hardware. Disciplinary problems were reduced to a considerable extent, and rooms which were formerly used for craft purposes were instead made available for other activities.

Altogether it was an experiment which turned out to be a satisfying experience for the youngsters as well as the staff. It was an experiment in working with individuals in groups and it pointed for us a new approach to recreation and to the development of skills in children.

The Recreation Program in Areas of Cultural Conflict

(Continued from page 306)

Still another "tie-up" between the children and parents in this community was made by a group leader who asked each girl to bring to the group some story of the country of her parents, a story of the life on the farm, crops that were raised, types of recreation or unique experience of the parents in their European homes. One mother told her twelve year old daughter the story of a Lithuanian holiday, the visit to a gypsy fortune teller, her own embarrassment as the gypsy said, "You'll have many boy friends and marry a fellow with blond hair." The value of this particular activity did not end with the telling of the story for the girl said, "My mother never told us stories like that before and she says she liked it. She says she will tell us some more some night when we are all at home."

Educational-recreational programs serve to enrich the appreciation of leisure time and make leisure time an opportunity "not for idleness but for spiritual growth." The lad on a camping trip who says, "I felt queer when the sun looked so gold and yellow"; the girl on a hike who asks, "Did you hear the bubble in the throat of the bird as it was singing?"—are feeling with the Infinite. The seventeen year old young man who says, "Birds fly so surely through the air," has common knowledge with the poet who wrote,

"He who from zone to zone,
Guides through the boundless sky thy certain flight,"

though the lad never knew the poet nor his verse.

Building for Citizenship

How does all this blend and become part of training in citizenship? The question is fair.

As children grow in appreciation of the cultural background of their parents, the parents themselves acquire a feeling of companionship with their children and this in itself brings a sense of belonging in a country where their children's interests are rooted. A sense of belonging brings with it a further sense of security, and to the extent that parents feel secure they are happy and contented and they are better citizens. However,

the great task of developing citizenry must be accomplished with the children as they grow up in what we term our "American culture."

Since the individual growing up outside the group is not only isolated from the group but lost to society, participation in group activity is essential to normal and socially acceptable *living* patterns.

In group activity life situations exist. We have the leader and his followers; the dictator is easily discovered; the autocrat quickly emerges; the individual with wavering opinions soon reveals himself. Through group participation the child learns to sense the value of another's contribution to the group welfare; he learns a respect for the personality of every other individual in the group; his own participation in the activity is full of meaning and builds his inner self; he knows that he must adjust to the others in the group to be happy himself. Thus the foundation of good citizenship is laid. The child thus adjusted during his formulative years is a constructive citizen, and his patriotism is of lasting value in his social thinking and acting.

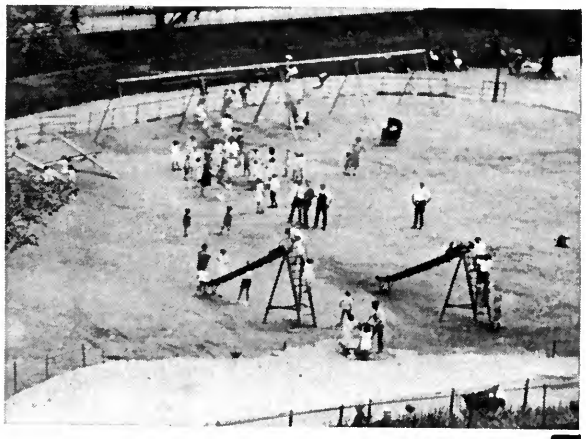
In play groups — games, crafts, folk dancing, music, dramatic groups—where the environment of the group is controlled by the group itself, under the guidance of intelligent leadership, the opportunities for teaching good citizenship are limitless. It is the "situation, not the subject" that discovers the individual to himself and to the group where he must make a satisfactory adjustment.

With an intimate knowledge of the backgrounds of the families represented in these play groups, by utilizing all the past experiences of the group members, by interpreting to the group members the trend of the times, by using the program as a medium of guidance, the group worker in the educational-recreational field of Social Science, becomes the correlator, the coordinator, of two cultures that are no longer conflicting, but which enrich each other.

Making Waste Places Blossom

(Continued from page 307)

the park. Reading nooks will be concealed about the park. Four additional cooking fireplaces with picnic facilities will be situated in the upper end of the park where families may cook their dinners in the open without having to travel far from home to do so.



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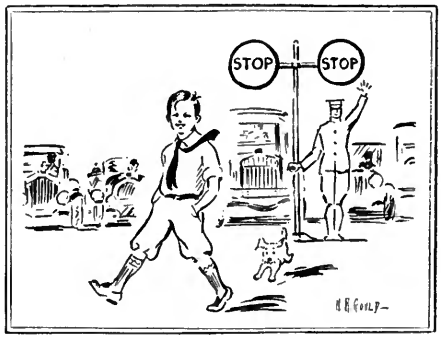

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• The Education Division of the National Safety Council offers a consultation and publications service to the schools on all problems relating to safety teaching.

• **A Special Safety Packet for Playground Directors** is now available. This is a valuable collection of materials to help the playground director promote safety on the playground and consists of ten attractive safety posters, crayon lessons for small children, a short play and a program of activities for supervised playgrounds.

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Fencing and Its Place in Recreation

(Continued from page 308)

should have a strong arm and a wrist of steel is fictitious. The weak, the strong, the tall, the short, the stout, the lean, and even some of the deformed and lame are able to carry on in fencing. (Expert guidance, however, is necessary for the adaptation of a peculiar style to fit the requisite of the individual abnormal in any way.) So, aside from its flexibility in this respect, we have in fencing an unusual appeal for normal people. For the adult it has romantic and aesthetic appeal; for the youth it is vivid, historical and excites the imagination; its relaxing and recreational qualities attract the business and professional people. Above all, it is conducive to good posture and is a great health-building agency.

The Equipment

How expensive is the sport? What facilities are required? Playgrounds having a hard surface available, about twenty to thirty feet in length, are equipped for the sport. A hard ball court, the floor of a spacious shelter house, or cement walks within the field serve excellently. For the indoor centers any well illuminated and ventilated space is ideal.

The foils and masks necessary may be purchased as cheaply as eight dollars. This will provide two masks and two foils. Four masks and ten foils will satisfy the need of the average playground. Where fencing is included in the program of a municipality the equipment can be taken from center to center, making the equipment cost low. Experience shows, however, that after the organized classes are under way more than sixty per cent of the participants will purchase their own equipment so that they may practice at home. The plastron used to protect the chest where the touches are scored is of special importance. It may be fashioned from a heavy baby pad which resembles a quilt, and can be purchased for twenty-five cents or less.

Fencing on the playground should be a twilight activity and organized as a group activity with special registration. It should be on a club basis

so that there will exist a feeling of discipline and organization will prevail. The sponsors should encounter little difficulty in soliciting the help of an amateur fencer to instruct the interested in the preliminaries.

As a Character-Building Activity

We have found fencing perhaps the best activity for some problem children. It corrects posture, because muscular exertion is essential in perfecting the form of the body, and those exercises which require the use of the greatest number of muscles are the most conducive to accomplishing this. Fencing causes more muscles to act at the same time than most exercises. It promotes the expansion of the chest and improves respiration through which the functions of the most important organs of the body are more perfectly performed. For the mind it means discipline and concentration. A degree of patience is necessarily gained through regular practice. One very important characteristic of fencing is that it trains the participant to be self-reliant. There is no team mate to help, and all his efforts are the expression of his own personality. Through this medium he should be aided in attaining courage and confidence.

Fencing includes all of the advantages of boxing, with none of its disadvantages. There is no pain, differences in size and weight play no part, yet the physical contact is present and the problem of winning must be solved by the participant alone.

John J. Hall, President of the Elizabeth Board of Recreation and Sports Editor for the Elizabeth *Daily Journal,* in his column of July 7th, under the caption "Sports That Boomed," said: "In order to drive home the argument of what it means for any sport to be included in a municipal recreation program let's take an altogether different game. Let's take, as an example, fencing. A year ago there was practically no fencing in Elizabeth outside of a small group which gathered at the Y.M.C.A. In the fall it was taken up by the recreation commission and speaking for myself as one member of the board, let me say that it was taken up with some misgivings. They were misgivings badly founded. Fencing caught on like wildfire—so much like wildfire that some difficulty was encountered in meeting the demand for accommodations and this year, for the first time, a successful summer program is being carried out."

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A Municipal Sketch Club

(Continued from page 311)

eight sons and who has very little leisure to pursue her lifelong interest in art is now enjoying her first opportunity for study and is one of the happiest members of the club. Another woman, who did very ordinary work when she first joined the club, through persistence and effort has become one of the best water color artists in the club and sells her pictures readily.

An old Welshman, eighty-two years old whose interest has been in music and art, has been attending the club for several years and is doing creditable work. An interesting family group composed of grandmother, mother and two children have been regular attendants at the club since the day it was organized.

Outgrowths of Club Activities

One of the most valuable contributions which the Sketch Club has made to the community is the exhibits which are arranged and hung under the supervision of Mrs. Hyde in various recreation club houses and municipal buildings. More than 3,000 paintings of outstanding artists have been hung since the organization of the club. These exhibits are catalogued, newspaper publicity is given them, and receptions are arranged for each artist. The work of Long Beach artists is also included in the exhibits, the paintings being selected by a jury in Los Angeles. Exhibits are changed each month, the Recreation Commission arranging for the delivery of the pictures to and from the club houses.

Another outgrowth of the club is the "mornings in art" which are held at the Wayside Colony. Speakers on costume and dress design, arts and crafts, and general art are invited to take part. The attendance at these meetings is made up chiefly of people interested in art from the layman's point of view rather than from the creative side. The director of the club has done much to take art into the home by inviting women to meet at some member's home to listen to an interior decorator and see a demonstration of various arrangements of furniture.

One of the greatest cultural needs of Long Beach is an art gallery. We are creating new artists in our leisure-time activities as well as in the schools, and this increases the need for places where their works can be hung.

Coeducational Physical Education

(Continued from page 316)

tion periods, such as fun nights, progressive (rotative) parties, play nights, play days, etc.

How Is the Problem to Be Met?

How shall a school meet this present-day problem of creating life situations in which boys and girls study and work together? Social projects, involving boy and girl participation and managed by students, should be developed as the result of the work of a committee composed of faculty and student representatives. The nature of these projects will vary greatly in different locations and under changing needs, but always the principle should be — student participation and leadership, with the faculty members in the background in an advisory capacity. "Hands off" is difficult for adults, but for the best development of adolescents, it is necessary.

To give an example. If 800 or more girls from high schools in Santa Clara County can be met, organized and can play simultaneously under student leadership of the hostess school, Sequoia Union High, surely other schools of the state which have not attempted even a small play day have a surprisingly rich experience ahead of them. But careful forethought to the problems of organization and leadership is absoultely essential.

The time has arrived for high schools and colleges which during the past years have held joyous and successful girls' play days to take the final step and include boys.

It is earnestly urged that high schools organize their programs so that boys and girls at stated intervals shall share together the play equipment and services of an instructor—that no one may leave school a "recreational illiterate." The students may well be made responsible for the success of a given occasion, in class or elsewhere, whether under the immediate leadership of an adult or left to their own devices to "carry on." At least during dust storms, hot weather or the rainy seasons, there are innumerable relays, team games, hunting games and rhythmical games that can be enjoyed together in large or small groups. Courtesy, consideration for others, and self-control should dominate the groups. During the lessons, as an essential to final success, there should be a real spirit of fun and enthusiasm evidenced by the physical education instructors, by the principal, the faculty members, and the students.

New Publications in the Leisure Time Field

Paint, Powder and Make-Up

By Ivard Strauss. Sweet and Son, New Haven, Connecticut. $5.00.

WITH THE greatly increasing interest in amateur dramatics, the need has been intensified for a practical book which will disclose the secrets of the important art of make-up. Here is such a book written from the amateur and classroom viewpoint. With its profuse illustrations it is an exceedingly valuable and practical guide.

Principles and Practice of Recreational Therapy for the Mentally Ill

By John Eisele Davis, in collaboration with Dr. William Rush Dunton, Jr. A. S. Barnes and Company, New York. $3.00.

THIS BOOK, the outcome of large experience, represents the collaboration of a physician who has done much to develop the theory and practice of resocializing physical therapy and a physical director of skill and understanding who has worked with an unusually difficult type of patient, and an able corps of helpers. Detailed information and difficult procedures are given as a guide to the therapist in organizing his program. The volume is an invaluable addition to material in this field.

Man and the Motor Car

By Albert W. Whitney. National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York. $1.00 postpaid.

OF THIS BOOK William McAndrew says: "Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the president of the N.E.A. and by an advisory board of public school teachers, university professors and automotive experts, a notable textbook for training in automobile driving comes to us. The contributors to this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upward."

Selected Bibliography on Recreation

Compiled by C. O. Jackson, Assistant Professor of Physical Education, University of Illinois. Curriculum Laboratory, University High School, Urbana, Illinois. Free.

THIS BIBLIOGRAPHY lists selected references under twenty-seven individual classifications ranging from administration, athletics, camping, dancing, games, golf, hobbies, music, swimming, etc., to wrestling.

Outdoor Baseball for Women and Girls 1936

Women's Athletic Editorial Committee, A.P.E.A. Spalding's Athletic Library. No. 121R. $.25.

SEVERAL NEW articles have been added to the guide, the chart on comparative rules has been revised and brought up-to-date, as has the section on tests. Miss Margaret H. Meyer, Chairman of the Committee on Girls' Baseball, will be glad to receive any suggestions or information on changes in rules, the improvement of the game or additional articles for the guide. These comments should be sent Miss Meyer at the University of Wisconsin, Madison, Wisconsin.

Along Nature's Trails

By Lillian Cox Athey. Published by the American Book Company, New York City. $1.20.

THE PURPOSE of this book is "to share with eager children all over North America the wealth of the woods, the hills, the brooks, the streams and the open places; to show each reader that there is an open door to the greatest happiness in getting acquainted with the many neighbors who live all about us." The volume is full of fascinating information for those who would understand the ways of outdoor folks.

An Index to Folk Dances and Singing Games

Compiled by the Staff of the Music Department, Minneapolis Public Library. Published by the Chicago American Library Association. $2.00.

ORIGINALLY prepared in 1926 as a guide to the collection of folk dances and singing games in the Music Department of the Minneapolis Public Library, the index has been enlarged in scope to include classic dances, tap and clog, and some of the earlier square and contra dances. An attempt has been made to produce a simple, workable index not over-burdened with unnecessary details but accurate and helpful.

The Teaching of Archery

By Dave and Cia Craft. Published by A. S. Barnes and Company, New York City. $1.00.

THE GROWING popularity of archery has given impetus to the writing of practical books on the subject and recently a number of publications have appeared. Here is one of the most recent. It deals with such subjects as Getting School or Camp Tackle in Order, Selecting Tackle for Use on Outdoor Ranges, Laying Off Ranges, Teaching Archery, Competitive Rounds and Procedure, and Methods of Stimulating Interest.

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Cookery in Camp and on the Trail.

Prepared by Ernest A. Dench. American Nature Association, 1214 Sixteenth Street, Washington, D.C. $.10.

This compilation of sources of information will be exceedingly helpful to all concerned with the management of camps. In it will be found a list of camp cookery books for the library shelf, suggested food supplies for varying periods, a list of camp cookery pamphlets which may be secured free or at little cost, a list of recipe literature offered by food manufacturers, and other facts of interest to camp directors.

Nature Lore or Listen to the Voice of Nature.

By H. P. Kjerschow Agersborg, Ph.D. John S. Swift Company, Inc., New York. $.75.

This volume is offered as collateral reading in nature study for older children in the intermediate schools, for students of normal schools and teachers' colleges, and for adults at home. It is written in the form of a series of stories on topics of interest to the average person, young and old, in city as well as in the country, and the language used is non-technical throughout.

Songs and Hymns for Many Occasions.

Selected by the Music Committee of the National Board of the Y.W.C.A., Womans Press, 600 Lexington Avenue, New York. Price, 10 cents per copy.

This leaflet is in the same form as "Songs for Informal Singing," published by the National Recreation Association, and contains some of the songs included in the latter. But it contains also the melodies and words of several other very attractive songs and hymns and the words only of some additional ones. It was used at a recent national convention of the Y.W.C.A. in Colorado Springs and must have been a means of great pleasure.

The Fundamentals of Personal Hygiene.

By Walter W. Krueger, Ph.B. W. B. Saunders Company, Philadelphia. $1.75.

Problems of healthful living and problems of *teaching* healthful living are simplified in this textbook. Throughout the author emphasizes the importance of mental health, encouraging the student to form correct attitudes, desires and ideals. The book is a manual on the art of healthful living.

The Simplified Human Figure.

By Adolfo Best-Maugard. Alfred A. Knopf, New York. $2.50.

This book, a companion piece to "A Method for Creative Design," is devoted for the most part to an exposition of the author's easy and original method based on simple principles of drawing correctly the human body and its parts in any imaginable position. Not only beginners, but more experienced workers in the field of art will find this helpful.

The second part of the book is inspirational, and beginners are urged to realize their own ideas instead of copying the work of others.

Let the Child Draw.

By Van Dearing Perrine. Frederick A. Stokes Company, New York. $2.00.

In this book Mr. Perrine presents a new and important method for encouraging children to express themselves through drawing. The book is designed for the use of parents and educators, and is intended to serve as a guide which will enable them to recognize the values of a child's efforts to draw.

Handbook of Adult Education in the United States, 1936.

Edited by Dorothy Rowden. American Association for Adult Education, 60 E. 42nd St., New York. To members of the Association, $1.75; to others, $2.25.

The two handbooks published by the American Association for Adult Education, one in 1934, the second in 1936, represent an attempt to correlate in convenient reference form data relating to the many activities which have come to term themselves during the last decade "adult education enterprises." More than thirty people have contributed articles on various phases of the adult education field. An exceedingly valuable section of the book comprises the leading lists offered, and the lists of over a thousand national and local organizations engaged in some phase of adult education.

Youth Action in the Use of Leisure Time.

International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois, $.15.

This pamphlet, prepared by a committee of leaders in young people's work and in recreation, deals with the problem of providing a constructive use of leisure time. It is a "guide to action for Christian young people and their leaders in the new united youth movement, 'Christion Youth Building a New World.'" The pamphlet contains suggestions for activities and organization. A bibliography adds to the usefulness of the booklet.

Elementary Photography.

By C. B. Neblette, F.R.P.S., Frederick W. Brehm, and Everett L. Priest, B.S., M.A. The Macmillan Co., New York. $.72.

Every step in developing a mastery of photography is so clearly outlined, and every step so definitely explained in the text and by illustrations, that a beginner may use this manual for self-instruction.

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Reasons for Not Becoming a Recreation Leader

THE RECREATION profession is no place for men who desire a large money income, quick returns, a surface life.

It is no place for the man who wants short hours, long vacations, little to do, an easy berth.

It is no place for the man without fortitude.

It is no place for the man without the pioneer spirit, without the desire to build, without the will for growth, for progress in the world about him.

It is no place for the man who wants glory.

The recreation profession is no place for "dead" men. It is bad enough to be a "dead" teacher. It is much worse to be a "dead" recreation worker.

It is no place for those who do not care for men, women and children.

The recreation movement is no place for the man without faith, who does not believe life worth living, who does not believe that men are worth while, who thinks it would have been better if he himself and nearly all other persons had never been born.

It is not the place for the man who does not trust men, who believes that men cannot be trusted with free time, that it is better to keep men working all the time to keep them from sin.

It is not the place for men who are afraid of life, for themselves and for every one else.

It is no place for men who do not want to be careful about their personal life. For many hours each day the worker is, so to speak, in a gold fish bowl where all may see what he is and what he is not. A man who is half drunk all the time—under present American traditions—ought to have no place on a playground, in a recreation center, as an organizer in a neighborhood, or as a caretaker or janitor. Any person who wants to drink hard and continuously ought to recognize that he does not belong in railroad engineering, or as a pilot in flying, or as a teacher, or as a recreation leader or executive. There are too many quick important decisions to be made.

Some egotistical, conceited, opinionated, dogmatic men have done well, but the way has been very hard for them—unnecessarily so.

The number of men really qualified to find supreme happiness and rewarding service in the recreation movement is not large. It is much easier to teach, to preach, to write, to build bridges and skyscrapers. The quality of leadership possessed by the best recreation workers is found in only a limited number of each million persons born. For these few the rewards are very great.

Until we care enough for the art of living and the art of playing to discover, develop, educate, the individual youngsters who have the natural gifts for recreation leadership it will be necessary to call upon many to serve in the recreation profession who are much better qualified for other work, who would find greater satisfaction elsewhere.

The recreation field is the place for men who want to live and to see every one else live and who have satisfaction in forgetting all about themselves in the common life about them, to which they give themselves completely.

The recreation fellowship is a rare one for those who like it,—deeply, enduringly satisfying. The satisfactions, however, often lie deep rather than on the surface and are long-time rather than short-time.

HOWARD BRAUCHER.

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October

Photo by Ewing Galloway, N. Y.

Revolutions—for What?

By DOROTHY THOMPSON

THE REVOLUTIONS of the last decade, which have changed, and are changing the face of Europe, and setting up new faiths, new myths, and new forms of organization, which for better or worse will influence the course of history for a long time to come—these revolutions are revolutions of youth. They are the revolutions of a generation. Although they have been led by men who grew to manhood before the war, their very leaders are relatively young, are men whom the war struck while they were still of impressionable age. And the followers of these men are youths who were children or unborn in 1914. This is the outstanding fact about the movements, and it is to this fact that we ought to direct our attention.

I do not believe that these revolutions were isolated phenomena. I do not think that they can be explained away by saying that Italy is an overpopulated country and that some extreme form of nationalism was necessary to win for Italy a place in the sun; or that Germany is a nation naturally fond of regimentation, and that the nationalist revolution there is the result of the lost war; or that these revolutions are the work of single individuals, evil, or men of genius, according to the standards by which they are judged. The time has passed when we could make any such superficial judgments. In country after country a process has been going on before our eyes, as in a laboratory. The process is almost identical everywhere. It has run its course and reached its apotheosis in Russia and in Germany and in Italy. It is at the height of conflict in Spain. It is going on in France. These are the most dissimilar possible nations. Russia is a nation emerging into modernity; Italy is a nation with one of the most highly individualistic peoples in the world. Spain is a country largely illiterate, and still steeped in feudalism. Germany is a highly organized, widely cultured and modern industrial state. France is the birthplace on the continent of the idea of liberty and equality, and is that continental nation which won the war. We are forced, therefore, to admit that there are sources of discontent, sources of revolution, which are apparently universal in the western world.

At the Mobilization for Human Needs Conference held at Washington in September, Dorothy Thompson, well-known author and news commentator, made a plea for a new society in the making of which community agencies will play an important part.

I do not think that it will take me very widely afield of my subject, if I try to trace what seem to be the sources of that discontent, and what seem to be the processes which are at work.

The Sources of Discontent

In every country in the world, you are confronted by the fact that a highly productive apparatus, an apparatus which as far as actual production is concerned is unbelievably efficient, periodically stalls, breaks down and results in the most appalling economic disorder. This economic disorder reveals glaringly that a collectivism exists of which we are all a part, whether we admit it or not. For when the apparatus stalls, all of us are affected. And men wake up to the fact that their individual freedom is a myth. The farmer on his own acreage discovers that he will lose his tools, his machines, because he cannot pay the installment on them, or buy for them gas and oil. Or he finds that his acreage is not really his own at all, but that the ownership resides with the holder of a mortgage, which, suddenly, in terms of his products, is an unbearable load. The industrial worker or the white collar worker finds that the factory doors are shut or his office is laying off its staff, and that his rainy day reserves, which he has been persuaded to invest in the functioning apparatus, are gone, too. Everyone finds that he has been leading a profoundly communalized life, and that as an individual he can do nothing whatever about it. In fact he discovers, in his own life, in the most fundamental sense of the word, the sense of whether or not he eats, that he is a part of a highly integrated wholeness, and *that the wholeness is not working.*

The result of that overwhelming awakening manifests itself in many ways ac-

cording to the individual. The man of thought, the man of science, affirms a fact. He says: Something is wrong with this system. Many things are right with it. Let us reconsider, restudy, the whole apparatus, and find out where the screw is loose, and what adjustments must be made. And let us proceed to make those adjustments, regardless of what particular private interests may be temporarily discomfited. Let us attempt to establish new principles where new principles are quite evidently needed.

There are, thank heavens, men of this kind in the world, whose policies are guided by principle; who believe that the thing that *must* be is the thing that is true, that coincides with realities. But such men are not numerous, and often they are not men of action. And unfortunately society seldom listens to them until it is in the most terrific jam, and sometimes it is then too late.

For this is not the reaction of the weak man, or even of the average man. His reaction is immediately to blame the people who pull the strings. If the factory door is closed the villain is the man who closed it. Obviously, since he himself is not in control, someone *must* be, and that somebody is the devil. One must therefore kill the devils, and everything will be all right. He conceives that the disorder in society is due to a plot. It is very difficult to tell him that perhaps what is wrong with society is that man's inventive genius has far outstripped his capacity for social organization, and that the scientific mind is functioning everywhere except on the matter of the nature and organization of man.

The men who approach reorganization in terms of a revolution of principles are the true radicals. Which is the same as saying that they are the true conservatives. For they judge a program by attempting to get to the *roots,* to underlying principles. And in doing that, they are no more willing to reject two thousand years of history and experience than they are willing to deny a modern and a new fact because it has not happened before. They are bent upon seeking an integration between what has been and what must be. And I say now, that whether we save civilization in the next hundred years depends upon the race between the men of principle and the men of catchwords. In Europe the men of principle are losing that race. That is the overwhelming fact of the times in which we live.

Devil-Chasing

In Europe the devil-chasers are in the saddle. In Russia the devil is the bourgeois, in Germany the devil is the Jews, in Spain the devil is either the church and the aristocracy or the whole working class. In France the devil is Russia or the devil is Germany. And we are beginning to get an uncomfortable number of devil-chasers in our own country. For some citizens of Long Island, especially idle women, the devil is Mr. Roosevelt. And for some gentlemen of Fourteenth Street, the devil is the Economic Royalists, that is to say, rich Republicans. But we must tell our youth there is no personal devil. There is only apathy, and ignorance, and complacency.

The youth of Europe followed the devil-chasers because the devil-chasers promised them action. Do not think that they played upon their baser emotions. On the contrary they appealed to their highest ideals. And do not make the mistake that the devil-chasers themselves were insincere men. On the contrary, they believe in their devils even more strongly than do their followers, only there is one thing to remember when you start devil-chasing. And that is that if you go at it hard and sincerely enough, the devil tends to become your own *alter ego.* You tend to take on his features. I do not know how otherwise to explain that Russian communism in so many important ways, so closely resembles Russian Tsarism, or that Mr. Hitler's ideas of racial nationalism and the chosen people should so closely follow those expressed by the ancient Jews. The book of Ezra has got most of the Hitler race program including the grandmother clause.

Setting New Patterns

But these movements which have overturned democratic orders and are, for better or worse, setting new patterns of social organization for a long time to come, have come into existence to meet a demand. They have come in answer to a yearning. They are one form of answer to a universal desire. Fascism, Nazism and Communism have not attracted the best youth of some highly civilized nations purely because of the negative aspects of their philosophies. And therefore we must ask ourselves *what* on the constructive side, is the key to their success.

They have swept nations because they accept and affirm the conception of the integrated community. They set their faces against the indi-

vidualism of the past. They insist that man exists in every feature of his life, whether economic or social, as an inalienable part of a whole. They affirm that the welfare of the whole is superior to the welfare of the unit. And in asserting that, they merely confirm what is already the overwhelming experience of the masses of modern man.

"There is a better conception of society than that of the ant hill or that of the regiment. It is the picture of society as an orchestra. It has leadership, it has unity, it has a purpose. . . . It is a collective whose power and beauty depend upon manifold activities; upon the highest possible development of very unequal individuals. And each individual is not demeaned by his participation in the collective, but vastly augmented and expanded by it."

In the second place, they affirm the ideas of unity, order and direction. They envisage a goal. They direct a people towards a purpose.

These ideas have enormous vitality in the world today in all democratic countries. Germany, before the Nazis came into power, Italy, before Mussolini took the helm, had reached a state of such internal division that it amounted to anarchy. I am not speaking of the economic organization alone. The production apparatus of Germany functioned admirably. But the distribution apparatus did not. Unemployment was rife, and the youth emerging from the high schools and universities came out into a world where they were not wanted, where the only thing open to them was to rot on the dole. It seemed that the world could get on perfectly well without them. They belonged nowhere. Democracy had degenerated into a continual warfare between pressure groups; agreement took the form of compromises, bargains and treaties between those groups. And nowhere was a clear purpose, or a clear goal envisaged. There was a time in this world when men believed the words of the catechism: Little Child, why were you born? And the answer: To serve God and keep his commandments. But that unity established by a common creed was gone. So was the unity established by a common governmental symbol, which is always a powerful force in integrating national life. Royalty had capitulated in fact or had been overthrown in men's minds by human reason.

I do not want to use mystic words, but it was true, it was a fact, that the youth of these countries did not know why it lived. It was, *in the most profound sense of the word, unemployed.* Not only were its hands unemployed, but its hearts, its ideals, its spiritual energies were unemployed. This was not true of the most superior, or the most creative. There are always men who can summon out of themselves reserves, dreams, directions. But it is not true of the masses of men, not now, and not ever. The individual can exist without an aim, but he cannot live. For life means growth, expansion, direction, purpose. And society was at cross purposes. Young men killed themselves not because they were hungry, but because there was no reason to live. Or they wasted their lives in a restless search for pleasure, for immediate sensation. And inside everyone's heart was a feeling of frustration.

Does that picture seem very strange to you? Have you ever seen anything like it nearer at home? When such a state of feeling exists someone only needs to arise and cry: Men Wanted! to get a following. It doesn't even matter much what he wants them for.

We know what the results of this Fascism movement have been. The conception of the whole has swallowed the conception of the parts. Instead of integration we have regimentation. Instead of unity, we have uniformity. Instead of societies, we have armies. The idea of an army is after all the simplest form of collectivism and unity. It is the most primitive manifestation of order and direction. Just as war and conquest are the most tangible of all possible purposes. These vast armies of young men who are both regimented and exalted menace western civilization. For these are not civilized conceptions of unity or civilized goals. But they are proof that men would rather have unity and order in the service of death than anarchy and atomization for no end which can be envisioned. And one cannot look across the ocean and see at Nuremberg fifty thousand youths, uniformed, armed, organized, inspired, on the march somewhere, no one knows quite where, without *knowing* that unless these conceptions of unity, order and direction, are challenged by better ones, these concepts will win. That is what Professor Gilson of the University of Paris meant when he said last week at Harvard: "The future of civilization rests upon what the United States will do in the next hundred years."

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Tomorrow's Citizens

By CHARLES P. TAFT

At the Youth Conference of the 1936 Mobilization of Human Needs Conference, Charles P. Taft emphasized the vital function of youth agencies and the necessity for supporting them.

THERE HAS BEEN one worthwhile product of the depression. Those of us who are interested in the social agencies have been forced to educate our communities about exactly what we do and stand for. There are not many communities where we have not established clearly and fairly what we do that the government does not do and cannot do. It is not a bad thing, I believe, that an institution of such standing as the Community Chest should be saying in more than 300 of our principal cities that the government cannot be all things to any man, that man cannot live by bread alone, that our job is more than furnishing bread.

This product of the depression is worth while because in the past we laymen that raise the money and direct the work of the agencies have been entirely too ready to base our pleas upon the wan faces of starving children, upon a charity that people think of as a handout. The trouble with that idea is that it puts a definite limitation upon the amount of money that a community will give. If you remember the squabbles of the agencies in some chest cities because there was not enough money to go around, that reliance on the plea for relief was probably behind it. They will give so much and no more for a handout, for relief, but they will give until it hurts for something constructive, for the rebuilding of lives, for the salvation of souls.

In these depression campaigns we have been forced in spite of our inertia to find the real heart of social work, the reconstruction of families and the building of character, and to tell our constituents about it. We have been forced to educate the man who talked about frills and the man who talked about taxes. We should be very proud that we have succeeded to a substantial degree.

It is significant of that success that you should invite Dorothy Thompson and me to the principal event on your program to talk about youth agencies. Ten years ago they were the stepchildren of the chest, the ones most criticised, the campaign problem. Today you make them the spearhead of advance toward wider support of social work. That is the product of the depression, the emphasis upon character building, something which is no exclusive possession of the youth agencies, but the basis of the program of every private agency.

From the standpoint of the youth agencies, the boys and girls we deal with are really in these groups, problem children, the underprivileged, and all the others. I am much interested to hear Miss Thompson tell this evening of youth movements and regimented children in Europe. We have no youth movement in this country and I am glad of it. Youth belongs in the middle of things helping to run them, not off by itself, grumbling and demanding. Youth was in the saddle in 1775 and 1787. I believe it is regaining its place both in public life and in our Community Chest movement in 1936.

I mentioned three groups of boys and girls, but we deal with them as individuals in our youth agencies. The significance of my classification is one of program and approach and finances. Uncle Dick Morse, the great original General Secretary of the Y.M.C.A., used to say that we existed for the up and coming, not for the down and out. But we have a branch in Cincinnati down by the tracks and the river where one secretary on a slim budget has taken some 250 boys from the juvenile court over a period of years and kept all but fourteen from getting into trouble again. He delivers babies on the shanty boats, runs a navy for flood relief and protects boys that some might call fugitives from justice. Some of those boys are feeble-minded and many more take hours of time. Naturally they don't pay their share of the cost. No gang groups ever do. The Boys Clubs found out all this years ago; the Y and the Scouts are just beginning to learn how to be lit-

tle brothers to the poor. The financial problem is not easy to solve, and neither is the problem of getting volunteer leaders.

That's all very well, says your skeptical constituent, but you work with a lot of other boys and girls that aren't underprivileged at all. That's right. Those of us that are connected with the youth agencies have always aimed to guide the future leaders of the community. Some of them can pay all it costs, but we can't divide boys and girls on the basis of what money their parents have. We have to fix flat rates and then go to the parents and the community for the rest of what we need. Sometimes we think we prevent delinquency even here.

Courtesy Division of Arts, Department of Education, Baltimore

Don't the schools do that job? Yes, they are trying to build character in our young people and so are the churches. I believe they are doing a better job each year. But schools and churches are constantly asking for more Y clubs and scout troops than we can furnish. I don't know that they always understand just what we are trying to do, but they want us around because they see that somehow our stuff works, that it gives something to their boys which perhaps they haven't been able to give by themselves. At any rate it helps.

I should like to tell you what my interpretation of that something is. I believe that the youth agencies are trying to show boys and girls how to live. The schools and churches really ought to be doing that. They are not.

"That our youth has need of beauty and desires it is shown by the ardor and universality of its quest. The interest and activity of the younger generation is centered as never before in the studio, the atelier, the theater. Young people are trying to paint, model, sing, dance, act, write poetry, plays and tales. . . . As blind eyes yearn for light they are seeking love and joy and beauty."—*Claude Bragdon.*

The schools have a curriculum and the sum total of what they teach ought to lead us through to the life of the world. But nobody ties it together for the boy or girl. The schools, or at least the colleges, are beginning to realize that. They have faculty advisers whose job is to help a student to see his college life whole. But those men and women are teaching classes, too; this isn't their main job.

The churches have a fearful handicap in the way Sunday is cut off from the rest of the week. Their young people's groups are fine, but look at the way the numbers drop off as each successive class moves up in Sunday School.

The young people want some guides they can trust. They aren't really cynical and hard. That is just a veneer. They want friendship and guidance but the person that gives it to them must talk their language. What a job is there to be done! And these youth agencies are not only there to do it, but they know how.

Showing our children how to live sounds like the duty of a parent, but, God forgive us, we don't do it. We ought to possess an accumulated experience of the race of man and of our own, and we should by this time have built up for ourselves a satisfying theory for living. Maybe we have, but somehow we don't have the courage to tell it to our own flesh and blood. Even the pussycats do it better and they can't even talk. We give them books about it, or we write them

letters. If we did our part as parents, we wouldn't need any youth agencies.

What kind of a philosophy of life do the youth agencies teach? Well, they believe in all-round living, in the cultivation of body, mind and spirit. They believe in God, and they believe in good citizenship. They want to stimulate a boy or a girl to find his place in the world, to study his own capacities, to understand how the business world is growing here, contracting there, and to lay out a course of living that will bring opportunities for service and tranquillity of spirit.

These agencies are a curious mixture of individualism and collectivism. Perhaps that is not quite fair. Let me say rather that they are a good example of the conflict between the freedom of the individual and the compulsion of the community which has gone on, I suppose, since people first gathered in clans and tribes.

If there is one lesson to be learned, it seems to me, from work with boys and girls, your own or somebody else's, it is that every personality is individual and that you make progress only as you deal with each as a person. The Hebrews of the Old Testament learned that slowly and first Jeremiah and last the Great Prophet of Galilee drove home the lesson that personality is individual and sacred.

That is more than a principle of boy's work; it is the basis of the democratic idea. The small religious congregations of the seventeenth century were the real beginning. Each member spoke with a little something of the voice of God, and must be listened to with respect. When the majority decided after tolerant discussion, it was likely to be the best for all. To extend that idea to government of all the people took an act of faith that even the fathers of our Constitution 150 years later were not quite ready for. Only one person in twenty-five was allowed to vote in 1787. The franchise went to the wiser ones, those with a stake in the country, a bit of property, you know. It took the Wesleyan revival to bring again the faith that permitted manhood suffrage. In Rhode Island it took fifty years and a revolution.

You think that is off my subject? No, for the most important question in life for the agencies and for the boys and girls is whether you believe in God, so that you find Him working through men, all men. Don't try to work with boys and girls, and don't put any money in the youth agencies unless you think there is the divine spark in those small spirits, the tough egg from the gas house district and the irritating smarty from the suburb, as well as the bright-eyed leader of the gang.

It is no idle speculation I am leading you through this evening. After those revolutionary days of the seventeenth century in England, John Locke thought deeply and gave reason to the bloodless overthrow of James II. The will of the people must prevail, he said in substance; government should exist only with the consent of the governed. Hegel a hundred years ago accepted that principle, so he said; but, he went on, only the divine ruler can know what that will really is. Only He knows what is really best for the people. That is the philosophy of the supremacy of the state. It cannot be reconciled with democracy. All of us vote for democracy of course. The principle is clear.

But its application is not so easy. We believe in individual liberty, but we can't let a boy who is a sex pervert remain at large to contaminate our boys' club. We work for an ordinance or a state law to regulate poolrooms and we try to have it enforced. We go one step further and have constitutional prohibition, and somehow it doesn't work and we have to repeal it. Where shall we draw the line for the intervention of government?

It is not only we workers with young people, but long-haired Communists and short-haired business men alike who are tempted to believe that we know what is good for people, for the masses, better than the people do themselves. We are tempted to look on them as a mob, tossing their sweaty night caps as Caesar rejects the crown, but accepting his power gratefully nevertheless. It is so easy that way to mould the community to your heart's desire, or so it seems. But when the mould is set there is something of the living flowing metal that has escaped, and we find that we were not wise enough to make the blue print right.

It is hard the other way. You look at all the boyhood of a city and think that you must get close enough to each individual to hold him to you while you give him the words of life. You know that you can't do it by yourself and that you must find helpers, arms of the agency and of the chest and of the spirit behind the chest. It is so hard to find them, for the helpers seem to be few, and it is so hard to train them. The words of life are so elusive. They must be clothed in the language

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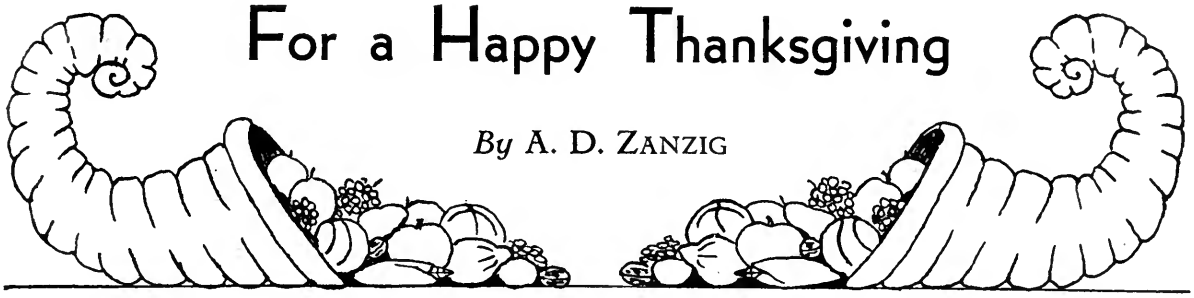
For a Happy Thanksgiving



By A. D. ZANZIG

IT IS A PITY that there are not more occasions in our year like Christmas, when almost everyone enters into feelings of simple joy and jollity, thankfulness and universal friendliness. Then the vitalizing social spirit of play that we all hope to find on the playing field, in the drama or handicraft club, the chorus or orchestra, or elsewhere, is everywhere ready to spring into being, into singing, acting, dancing or bright walking in a procession, or into some other self-giving.

Long ago this spirit was as active, or nearly so, on Twelfth Night, May Day, Midsummer Eve, Harvest Time, Saints' Days and other yearly occasions, and one of the most engaging of these was the Harvest Time. It still is engaging in the country districts of most of the European countries. In France peasants dance in procession to the vineyards. The leaders hold the largest bunch of grapes high in triumph and sing and imitate in dance some of the activities connected with the care of the vines. Italians have similar customs. In the north of England the last handful of grain is dressed up with ribbons like a doll and hailed as the "Corn Maiden." "She" rides on the top of the last load and is brought to the landlord's house in triumph where she holds a conspicuous place amidst the feasting and dancing that follow. In Poland a lovely girl is wrapped in the last sheaf of wheat and is borne on the shoulders of men to the landlord's house. There the reapers dance around her and sprinkle her with water to ensure a plentiful rainfall in the following year. Other customs, and plans for combining them in a festival are given in *Folk Festivals and the Foreign Community* by Dorothy Gladys Spicer.* Frazer's *Golden Bough,* available in public libraries, is brim full of Harvest customs and others.

Distinctively American Possibilities

In our country in these years almost all the celebrations of this autumn season are religious services held in churches, and it is indeed right that such services should be held in all churches and that even the secular celebrations should grow out of what are essentially religious feelings of joy and thankfulness. But there might well be also a revival of the best kinds of simple pageantry and merry-making that have made the harvest celebration of country-folk another occasion for full expressiveness and social happiness. And from the old customs we might grow into new modes of doing the thing, modes still closer to our own interests and backgrounds. The maple sugar harvest, for example, is distinctively American and has an interesting background, and so has corn or maize, the potato, the tomato, the pumpkin, tobacco, all of which were given to the world from North America. A celebration of the harvest from the sea, associated as it is with the sea chanteys and all the romance, danger and heroism of the life of fisher-folk, could be a very stirring affair, expanding most liberatingly the often cramped vision of city-folk. The codfish is another natively American product and there are doubtless others. Distinctively American characters like Johnny Appleseed and Paul Bunyan with their very interesting legendry could be interwoven in a festival as the Indians and Pilgrims and their legendry have been. A harvest celebration might well include products of man's skills and spirit in the arts and crafts, as well as, or instead of, the products of farms and fields. A hobby show this might be, but one made much more attractive than a mere exhibition by being associated with singing, dancing and other festive doings.

The working out of distinctively American harvest festivals will give plenty of stimulating opportunity for some research and much creativeness. A bulletin entitled *Harvest Festival,* published by the National Recreation Association at ten cents a copy, contains some definite suggestions, including some for a Husking Bee; and the second volume of *Plays for Our American Holi-*

* Womans Press, 600 Lexington Avenue, New York. $1.00.

days by Schauffler and Sanford, published by Dodd, Mead and Company, contains three Thanksgiving plays that might be used either as they were intended or as sources of ideas for a festival. There are undoubtedly other publications of ready-made ideas for the purpose. But in these days when creativeness is more and more widely recognized as a fundamental trait and need of human nature, and a means of keen enjoyment, we can regard the possibilities in harvest festival-making as offering especially rich opportunities, and be thankful for them. It is hoped that this article will be suggestive enough to start a committee or individual working out some plans of their own that will be well suited to the interests and creative abilities of themselves and other people in the neighborhood.

There may not, however, be sufficient interest among the people to work out a harvest festival requiring a good deal of preparation. City people are usually too far from the farms and fields to appreciate the "stately procession of the seasons" and the wonders of the growth and fruition of the things that we take so glibly or, if we are poor, have to do without, in the bags and little tin cans of the grocery store. And they are not interested in the labors and wisdom of the farmer on which they depend. We are too absorbed in human antics in business, recreation, politics, scandals, amusements, or in some dulling routine of work or search for work, to sense those great silent workings of nature and to marvel and rejoice at the amazing array of colors, shapes, tastes and sustenances that grow out of them. And this is a pity because it narrows or eliminates entirely a source of rich satisfactions that must be part of everyone's natural heritage and that might be a fine, steadying influence amidst the confusions and strains of present-day human affairs. If these things be true, and we are not accustomed to having festivals in which everyone present takes part freely and well, we would better start with one so simple that it requires no more preparation than would be given to a "community night" and yet it accomplishes the main values of such a celebration. Then in succeeding years the content of it could be made more richly significant.

A Harvest "Community Night"

On this "community night," for it need be nothing more than that, a platform or an end of the auditorium floor would be bedecked with cornstalks, autumn leaves and any other natural tokens of the season that can be secured. We might commence with general singing of the well-known harvest hymn starting with the words, "Come, ye thankful people, come," which is in many hymn books and could appear on the mimeographed program with the words of all the other songs of the evening.

Then as the song, *Alleluia,** is sung with its

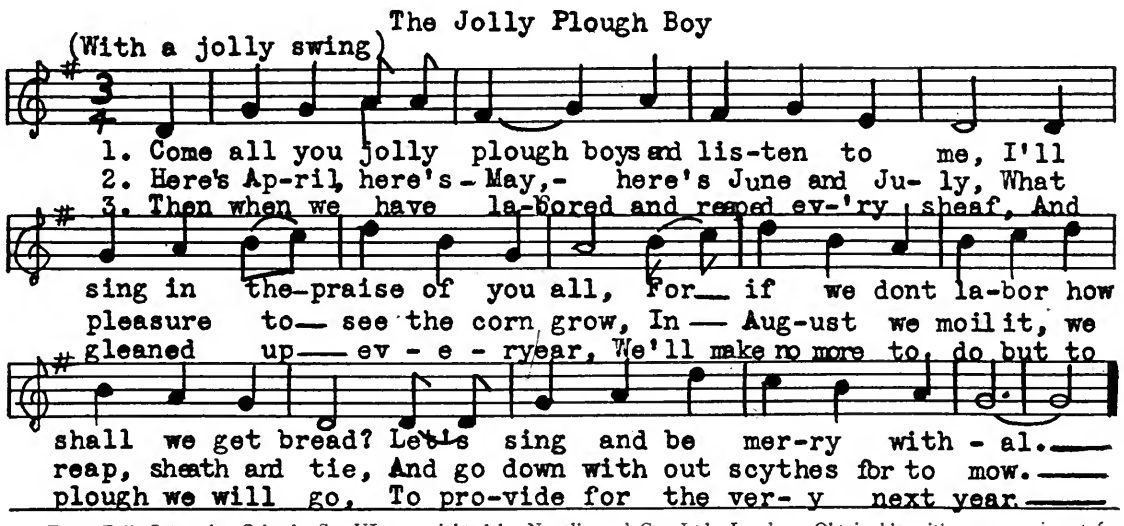
"Dear Mother Earth, who day by day
Unfoldest blessings on our way,"

Mother Earth herself appears from the side and proceeds to the platform in time with the radiant, dignified music. She is a rather tall and robust person wearing a simple dress of yellow or of some other autumn color decorated with wild flowers, bittersweet or the like. Her golden crown with its radiating points reminds one of the sun, especially so if her hair is blonde or golden. She is attended by six or more well-proportioned young men or boys of high school age, each bearing on his shoulder a basket of fruits or vegetables or both arranged handsomely. Ordinary bushel baskets colored or otherwise decorated without as well as within will do.

Each boy might wear a jerkin of brown reaching slightly below the hips and laced up the front, or it might be a "slip-over" which needs no lacing. (This sleeveless jerkin could be easily made of canton flannel which would look like leather.) He might wear green tights made of old or cheap underwear or long stockings that had been dyed, and low buskins or socks of the brown canton flannel might take the place of shoes. A Robin Hood hat of the same material, perhaps with a feather in it, and loose-fitting sleeves and collar of green, blue, tan or white would complete the costume. In a number of rural places where such a festival was given, these bearers of Earth's gifts wore overalls, the only distinction in them being that they were clean. In any costume, each one might have hanging around his neck or over one shoulder and under the other arm a garland of wheat heads, corn husks or ears, fruit or some other native gift of nature. An especially handsome feature, if it were possible, would be a flower- and leaf-bedecked cart of proper size loaded with the harvest and drawn in by the last two attendants or the first two. If the festival were out of doors, this might be an oxcart or other farm wagon and be drawn in by all the attendants together, or by horses or, very picturesquely, by oxen.

* In *Folk Songs and Ballads*, Set I. 15 cents. E. C. Schirmer Music Co., Boston, Mass.

As Mother Earth reaches the platform with her attendants, the latter all together set down their baskets, each one tilted toward the audience by being placed on a block of wood or a stone that was set on the stage beforehand and covered with greenery or autumn leaves. By outstretched arms as she faces the audience she betokens her offering of the products to them. Then as everyone rises and sings *Now Thank We All Our God,* another hymn found in almost every good hymn book, Mother Earth and her attendants turn about, their backs to the audience, their faces and arms lifted toward the Superior Being. After this she takes her throne, a distinguished-looking chair set


The Jolly Plough Boy
(With a jolly swing)
1. Come all you jolly plough boys and lis-ten to me, I'll
2. Here's Ap-ril, here's - May,- here's June and Ju- ly, What
3. Then when we have la-boured and reaped ev-'ry sheaf, And
sing in the-praise of you all, For if we dont la-bor how
pleasure to see the corn grow, In Aug-ust we moil it, we
gleaned up ev - e - ryear, We'll make no more to do but to
shall we get bread? Let's sing and be mer-ry with - al.
reap, sheath and tie, And go down with out scythes for to mow.
plough we will go, To pro-vide for the ver- y next year.

From *Folk Songs for Schools,* Set VI, copyrighted by Novello and Co., Ltd., London. Obtainable with accompaniment from the H. W. Gray Co., 159 East 48th Street, New York City (12 cents) Used by permission

(Barnes, New York) and in Elizabeth Burchenal's *Folk Dances of Finland* (G. Schirmer, Inc., New York). Almost any good group dance would do. *Reap the Flax,* a singing dance in *Folk Games of Denmark and Sweden* by Pedersen and Boyd (Saul Brothers, Chicago) is very appropriate, and so is *Bean-setting,* an English Morris Dance for which the music and directions can be obtained from the H. W. Gray Company, 159 East 48th Street, New York, or from the public library. Or so simple and familiar a singing dance as *Come, Let Us Be Joyful* would do very well. A great virtue of *Bean-setting* is that it is essentially a he-man's dance, a sturdy one done with sticks and

in the rear center of the platform, and her attendants seat themselves on the floor or remain standing. Now we have the setting for merrymaking in song, dance, simple "acting" and possibly games, all in joyful homage to Mother Earth.

First of all, perhaps, we have a processional of plowmen, gardeners, and other workers of the fields, including women, each bearing a rake, hoe, scythe or sickle, milk bucket or other suitable implement while everyone or a special group sing *The Jolly Plough Boy.*

Overalls for the men and simple frocks for the women will be appropriate. After these workers have made an obeisance to Mother Earth, they might be the ones to start the merrymaking, say, with the Finnish *Harvest Dance* to be found in Caroline Crawford's *Folk Dances and Games* a kind of swagger that make it entirely acceptable to men and boys and are likely to give its validity to all the other folk dancing.

Groups of children from the schools or the playground might do one or more folk dances or special dances as of autumn leaves while a song like *Come, little leaves, said the wind one day,* which is in many school music books, is sung. Singing games like the *Farmer in the Dell* would be appropriate. Older children might give a simple, short musical play like the *Robin Hood,* based on old English songs, that is obtainable from the E. C. Schirmer Music Company, Boston. In *Folk Songs and Ballads,* Set I, which contains *Alleluia,* mentioned above, *The Old Woman and the Peddler,* might be acted out by children or adults. In *Indian Action Songs* by Densmore (C. C. Birchard and Company, 25 cents) is one entitled *Mak-*

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ing Maple Sugar that would be very appropriate. *O Soldier, Soldier* in *Twice* 55 *Community Songs, Brown Book* is another good song to act out. One of the milkmaids already in the scene, upon recognizing a soldier as he enters, greets him with delight and then sings her question to him. After each of his answers she goes and gets the article of clothing he claims to be without, and he puts it on with a fine swagger and satisfaction. When he tells her, finally, that he already has a wife, she is enraged and makes him take off and return everything she gave him. Still another song to act out is *The King's Breakfast* which, from A. A. Milne's *When We Were Very Young* is published separately by E. P. Dutton and Company (New York) with music and very amusing directions for "acting." This costs $1.50, but might be found in the public library, where there would very likely be also a collection of English folk songs by Cecil Sharp in which *The Husbandman and the Serving-man* and other songs offer further opportunities for acting.

Musical Mixers, a twenty-cent bulletin issued by the National Recreation Association contains several simple singing dances of which the *Swiss Polka* with its words of outdoor pleasure would be an especially happy choice for a group of young people or adults. And an American Square Dance would certainly fit in well. Some tumblers or jugglers or both might also pay homage to Mother Earth. Especially fortunate would we be to have one or more neighborhood groups representing other countries come in their folk costumes and give some of their dances or harvest customs.

At the close of the merrymaking, which should not be too prolonged, Mother Earth and her attendants would leave, and with the same song, but the products might all be left on the platform and, if there is an oxcart, she herself might ride "in state" in it. Then with the singing once more of *The Jolly Plough Boy,* the workers would follow immediately and bear the products away in their own arms, forming a gay procession in which all the dancers, actors and other special performers would join, going along a central aisle amidst the audience or proceeding in some other formation for a "grand march" out among the people. The general singing of *America, the Beautiful* might be preferred for this processional.

Later, the products might be distributed among the poor.

Now for a Party

Now, the festival proper being over, the floor might be cleared of chairs, the audience themselves moving them perhaps, and everybody be invited to join in some of the dances seen in the festival, or in some appropriate games.

Additional Pointers

In the festival the special performing groups need not and should not be announced. No speaking is necessary. Each group comes in to its music played at a piano, dancing in or walking informally in rhythm. After the group has performed, it should, if there is room enough, remain in the scene, standing on either side of the center. Its members should know beforehand where they are to stand. Thus the "picture" before the audience will grow larger and larger and more and more varied.

The mimeographed or printed program should, as we have said, contain the words of all the songs and it might be on autumn-colored rather than white paper. If the names of the performers, leaders and the sponsoring organizations *must* appear, tuck them away on the back of the program or on the last page, not in the midst of the program. Let the songs, dances and processionals themselves, and all else that is done, occupy our attention completely, letting all the performers and their leaders forget themselves in full, free enjoyment and thanksgiving.

The audience should be given to understand that they are really not an audience at all, but essential participators in the festival. They should have had opportunity to learn the songs beforehand at their club meetings, if they belong to cooperating clubs, at neighborhood sings held on previous evenings, or in the period of an hour or less just before the festival begins. A special group might have been formed to learn the songs very well to give support to the rest of the audience. Set I of *Folk Songs and Ballads,* mentioned above, contains several songs appropriate to such a festival and so do Set II and Set III of the same series, each one costing 20¢. One lasting value of the festival will be the lingering memory and enjoyment of the folk songs learned in connection with it.

Singing the reapers homeward come, Io! Io!
Merrily singing the harvest home, Io! Io!
Along the field, along the road,
Where autumn is scattering leaves abroad,
Homeward cometh the ripe last load, Io! Io!

A Thanksgiving Party

Little did the Pilgrim fathers think that the day they set apart on which to give thanks for an abundant harvest would become one of our most delightful holidays!

THREE HUNDRED and fifteen years ago a Pilgrim wrote of the first Thanksgiving: "Our harvest being gotten in, our governour sent foure men on fowling so that we might after a more special manner rejoyce together after we had gathered the fruit of our labours. They foure in one day killed as much fowle as, with little help beside, served the Company almost a weeke."* The Indians brought in more game, and Pilgrims and Indians sat down together for three days of feasting and celebration. Not only was there feasting, but there were games, music, and friendly competition as well.

Three hundred and fifteen years later we re-celebrate that first Thanksgiving day in much the same way in our homes and at our parties. For the large community group we plan a harvest festival as the one described in the article entitled "For a Happy Thanksgiving" in this same issue of RECREATION. For a smaller group we give a party with friendliness, games, music and as much feasting as our club pocketbooks will allow.

Invitations and Decorations

Invitations may be printed or made by the group planning the party. They may be in rhyme or written with the curious spelling of the sixteen hundreds. If they are cut in Thanksgiving-time shapes (turkey, pumpkin, Pilgrim) or decorated with an appropriate and simple sketch they will be much more attractive. Colored paper, in autumn shades, will further carry out the theme.

Decorations also follow the theme and may be simple decorations of lights, windows and corners with fall leaves and flowers, or made more elaborate with the use of corn shocks, pumpkins, Indian tepees, and pictures or cut-outs. If the group is small enough so that at refreshment time it will be seated at a table or tables, a little ingenuity and imagination and a few odds and ends will enable you to create clever centerpieces representing a turkey, a log cabin, an Indian tepee, Plymouth Rock or the Mayflower. Crêpe paper and decorated tablecloths, plates, cups and napkins all add to the festive feeling.

There are many more suggestions here than will be needed for any one party. Select from them the activities best adapted to your particular group and situation.

As the Guests Arrive

As the guests arrive give each one a bit of insignia which will make him feel the spirit of informal gayety and at the same time identify him as one of a team for the coming games and stunts. For a small group make cardboard and paper Pilgrim hats and bonnets as well as Indian headdresses (with feather for man, simple band for woman), while for a large group, for which it would be too difficult a task to make hats, have small emblems, tomahawks, Pilgrim hats or turkeys to be pinned on the guests. Turkey or chicken feathers are not difficult to obtain at this season and will make headdresses a quick and simple matter.

Pre-Party Activities and Games

Pilgrim Crafts. In the old days the Pilgrims had to make their own clothes and shoes and other equipment; so if the group is not too large the early arrivals might make their own hats and headdresses or small emblems with materials — pins, papers, paste, scissors, crayons, string—conveniently laid out on large tables. As they enter they may be told to which team they belong and then turned loose at the craft tables. They might make a few extras so that late arrivals will have some decoration.

Hawk-eye will keep your early guests busy. Post several

* Compton's Pictured Encyclopedia.

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pictures about the room—duplicates—preferably of some Thanksgiving or harvest scene. Covers of current magazines will be adequate. Give each guest a pencil and paper and let him find as many objects as possible in the picture which start with S or B or any other letter. The letter you choose will depend on the picture to some extent. When the party officially begins, the papers are checked and the one with the longest list wins an appropriate prize.

Counting the Harvest may be used as the pre-party activity. Lay out several objects on a large table or tables, spaced so that guests will not have to crowd to look at them. These objects might include an ear of corn, a bunch of grapes, a chrysanthemum, a small pumpkin, and some nuts or beans in a jar. Let each guest guess and write down the number of kernels on the ear of corn, grapes on the bunch, petals on the flower, seeds in the pumpkin and nuts or beans in the jar. To the one with the closest grand total or to those with the nearest correct answer for each separate object give a prize. The numbers have been determined by count before the party. No guest may touch an object; he may only look at it and write the number down.

Mixers or Ice-breakers

Brunswick Stew. Pin on the back of each guest the name of an ingredient of a Brunswick stew. These ingredients, fifteen in number, are beef, potatoes, turnips, carrots, salt, rice, pepper, onions, water, celery, tomatoes, aitchbone, pork, parsnips and butter. Each guest has paper and pencil and attempts to write a complete list as quickly as possible, looking at other guests' backs, but at the same time trying to keep the name on his own back from being observed. A prize goes to the first with all fifteen ingredients listed. The guests should be told there are fifteen names to list.

Grand March figures will serve to arrange the group in file formation for the relays which are to follow, and they will, as well, put the guests in a friendly informal mood. Any of the figures may be used, but vary them by telling the guests that they are Indians and must walk as though seeking game or prance as in a war dance (with accompanying war cries) or by informing them they are Pilgrims walking to church or singing at their work. This will add interest to old figures.

Relays

Bean Porridge Relay. The guests are in file formation. Player number 1 of each file turns and plays the game "Bean porridge hot, bean porridge cold, bean porridge in the pot, nine days old," which everyone knows, with player number 2. Number 2 then plays it with number 3 and so on to the end of the line. The first line through wins, and a prize (a piece of candy, perhaps) is given each player.

Indian Relay. Two teams face each other. Each pair of teams has a covered can with pebbles in it. As some one plays music the can is tossed back and forth between the two lines. When the music stops (or when a whistle is blown if there is no music) the side holding the can or last touching it loses five points to the other side. Fifty to one hundred points constitute a game. A marshmallow is given to each member of a winning team.

Turkey Javelin. Give each team a turkey feather of approximately the same size. At "go" the first player in each line throws the feather, point first, as far as he can. Number 2 then runs to it, picks it up and hurls it as far as he can. Each player in turn throws the feather. The first team to throw it across the finish line at the other end of the room wins. If distances are short, throw the feather to a goal and back to the starting line. Give a small feather to each member of the winning team.

Harvesting. At the head of each file place a waste basket or cardboard box. At the other end of the room opposite each file place another container in which is a potato for each member of the team. On "go" number 1 runs to the other end of the room and takes a potato from the "field" running back to place it in the "barn" or box at the head of the line. Player number 2 then runs to the "field," and so on. The first team to harvest its potato crop wins a small prize.

Mental Games and Stunts

Thanksgiving Pies. Give each team a paper and pencil. The team members then gather around a self-appointed secretary who writes down with their assistance the name of a Thanksgiving pie which is described in each of the following couplets. The couplets may be read aloud to the group or be mimeographed. The group with the largest number correct wins.

A word that means "to elevate" A preposition for its mate.	*Raisin*
What freezes up in winter weather, Thanksgiving families met together.	*Pumpkin*
The way one feels when life goes ill, What sextons do when graves they fill.	*Blueberry*
The fruit that Eve preferred to eat, But picked and pie-d before it's sweet.	*Green apple*
Try this in winter when you dine, It means "to chop up very fine."	*Mince*
A silly fowl that loves to swim, A fruit that grows on branches slim.	*Gooseberry*
A drink you'll choose some chilly day, A seed that squirrels hide away.	*Cocoanut*
What happens when a salesman fat Sits down on someone else's hat.	*Squash*
On farms it's thick, it makes you grin, The city sort is all too thin.	*Cream*
You meet a pretty girl, oh, baby! You know what word describes her, maybe.	*Peach*

Turkey Conundrums. On the reverse side of the paper used in the previous game are to be written in the same manner as for "Thanksgiving Pies" the answers to these turkey conundrums.

1. What part of a turkey is used to assist one in dressing? Comb
2. What part of a turkey opens the front door? The last part—Key
3. What part of a turkey appears after dinner? Bill
4. What part of a turkey is part of a sentence? Claws (clause)
5. What part of a turkey is used for cleaning? Wings (feather duster)
6. What part of a turkey does the farmer watch closely? Crop
7. What part of a turkey is an oriental? The first part —Turk
8. Why ought the turkey be ashamed? We see the turkey dressing
9. Why is a fast eater like a turkey? Both are gobblers
10. What color gets its name from a turkey? Turkey red
11. When the turkey is cooking, what country is he in? Greece
12. What part of a turkey is a story? Tail (tale)
13. What part of a turkey appears on the battlefield? Drum stick

Priscilla Alden's Skill. Choose one woman from each group. Give her a bowl of slippery pumpkin or squash seeds, a needle, thimble and thread. Then on signal she starts to thread as many as she can in three minutes. The Priscilla who wins keeps her thimble for a prize.

Folk Dancing

The list of folk dances and appropriate songs appearing in the article "For a Happy Thanksgiving" in this issue is an excellent source for material for a folk dance or two at this point in our party and for group singing at refreshment time.

Dramatic Activities

Puritan Plays. Now let each group select a word, such as Pilgrim, turkey, Puritan, holiday, grateful, good-will, which is appropriate to the season. Let each group act the word it has chosen.

Mayflower Tintypes. Or let each group select a suitable subject concerning the Pilgrims and portray it as a picture, posing motionless for a minute or so. Such "paintings" might include "The Landing of the Pilgrims," "Going to Church," "John Alden and Priscilla," "The First Thanksgiving."

Creative Activities

Turkey Carving. The guests will be ready to sit down awhile and do quiet things. Pass out paper (black if possible, or brown) and ask the guests to tear out a turkey or Indian silhouette. Post these works of art on white paper and judge, if the group is quite small; if it is larger, let each group select the best and enter it in competition with those of other groups.

Animal Fair. Pair off the guests, if the party is quite a small one — not more than twenty or thirty couples. On a table lay out cranberries, potatoes, turnips, squashes, apples, peanuts, pins, matches and toothpicks, glue or paste and odd bits of feathers or colored cloth. Give each couple from ten to fifteen minutes to make an animal, mount it on a card bearing their names and the name of the animal. Judges award prizes to the best.

Refreshments

Having talked so much about harvests and food all through this party and having raced and acted and danced, the guests will welcome rather substantial refreshments such as pumpkin pie and milk, if the club pocketbook will permit it. If funds are limited candied apples and punch, coffee and doughnuts or other simple refreshments will suffice.

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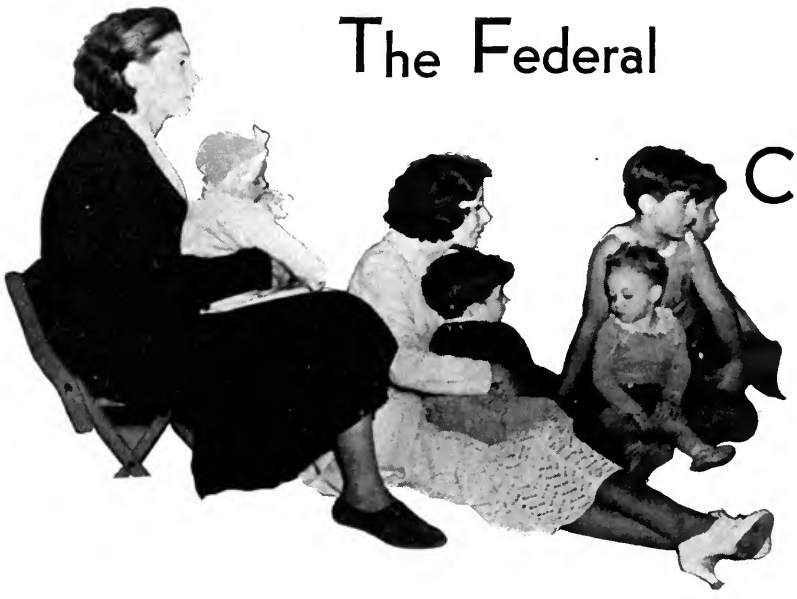

The Federal Children's Theater in New York City

By ANNE POWELL

FOR MANY YEARS educators and social workers have dreamed about a children's theater — one free enough from money entanglements to devote itself exclusively to the creation of fine juvenile theater productions and to a study of the wants and needs of the young theatergoer. The dream materialized when the administrators of the Federal Theater, feeling there was a definite need for such a project incorporated it into their already gargantuan program.

For its first offering the Federal Children's Theater gave Charlotte Chorpenning's adaptation of Hans Anderson's fairy tale *The Emperor's New Clothes.* It was presented originally at the Adelphi Theater on June 2nd, after which it played on portable stages in parks to over 100,000 people in a six weeks period.

The Press Enthusiastic

How very charming this play is, and what appeal it has for both child and grown-up has been adequately expressed by reviewers of two New York newspapers:

Said the *New York American*:

"Much too modestly for anyone's good, there came recently to the Adelphi Theater, somewhat removed from Broadway in 54th Street, one of the most charming productions of a playgoer's season. It is a fable of pretty steady and sheer delight, *The Emperor's New Clothes*....

"For the youngster the play's the thing—the story of a couple of urchin zanies who chase a lost ball into an emperor's city and remain within the gates for an adventure in rescuing a group of wretched weavers from a villainous cabinet minister. It is a lively, playful, comical tale, done with an imagination that provides for juveniles every bit of color, tomfoolery and exaggeration that the occasion demands."

The reviewer from the *New York Sun* had the following to say:

"To be a member of an audience that is having a glorious time and isn't in the least inhibited about showing it, is one of the most satisfactory experiences a playgoer can have. It awaits anyone who will drop into the Adelpi Theater, up in Fifty-fourth Street, any afternoon except Sunday.

"There, the Children's Theater is presenting a completely enchanting fairy tale called *The Emperor's New Clothes,* with the rapturous and highly vocal approval of as many youngsters as can jam into the place. It is a moot question whether the children, the actors or the highly self-conscious adults, ostensibly present merely as escorts, have the most fun. I can only report that when the somewhat soiled ten-year-old who sat next to me yesterday, began to shriek that the all-important signpost the heroes were seeking was 'Right over there!' it required an effort of will not to yell with him.

"*The Emperor's New Clothes* tells how two boys, in the best fairy tale manner, outwit a cruel servant of the ruler, who is cheating his master and oppressing the people. They claim to have woven a cloth that is visible only to those worthy of filling the positions they hold. No one, not even the dull, amiable Emperor, will admit he cannot see the cloth, but the boys eventually trick the rascally minister into confessing that it is invisible to him. He is dismissed in disgrace, and all the others live happily ever after.

"The play has been mounted, costumed and directed with extraordinary wit and imagination and all of the actors, from Joseph Dixon, who plays the Emperor, to the citizens, weavers and court maidens of the crowd scenes, look and behave just as characters in a fairy tale should. I am too old, perhaps, to be accepted as an authority on such matters, but several hundred of those who aren't, left no doubt about it yesterday. They scorned mere handclapping to express their approval, in favor of joyous whoops that must have been audible all the way to Times Square."

Questionnaire Reveals Needs

In order to gauge as accurately as possible the theater needs of children, Jack Rennick, supervisor of the Children's Theater, sent out questionnaires to the heads of a large number of settlement houses. The inquiry brought some very interesting results, conveying to the project the past experiences of directors with some 243,000 young people.

Children ranging in age from 4 to 7 these settlement directors believed, evinced a great interest in fairy tales and historical plays; of 8 to 11, in adventure and historical fantasy; of 12 to 16, in operettas (Hansel and Gretel) and more serious plays.

It is of course not as accurate a check as the Children's Theater would like to obtain. But until children are given an opportunity to see a great many plays, a standard of measurement for their theater wants will be difficult to evolve.

In the meantime a very interesting experiment is being carried on in this direction during the regular performances of the *Emperor's New Clothes*. Children are given questionnaires and queried on their reactions to the performance. Smaller groups of children have also been asked to write reviews of the play and send them to the theater.

Types of Plays

The plays the Children's Theater are considering for presentation are of two types: those which are imaginative, humorous and fantastic in nature, and secondly those which give a sense of realism to the play, and so help the youngster obtain a greater awareness of himself as a personality, as well as a realization of his particular relation to the world in which he lives.

No matter what the treatment or subject matter of the play is, it must, in order to meet the demands of the Children's Theater, excite and stimulate the emotional and intellectual interests of the child. As Mr. Rennick put it: "At no time will we give plays which will provide entertainment value only. It is our intention to combine the educational and entertainment qualities of the theater—and place the greater emphasis on the educational, though not in a pedagogical manner. We do not believe in treating children as such, but rather as human beings who must be approached on an equal level. Whatever pedagogic effects we achieve must come as a result of the proper selection of plays, and through a presentation which is attractive enough to appeal to the child's need for fun, laughter, fantasy, and sustained adventurous interest."

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Thousands of people of all ages make up the audiences which sit enthralled through the outdoor performances given in New York City

Dearborn Dedicates Ford Field

FOR TEN YEARS Dearborn, Michigan, has held an annual "Dearborn Day" with an elaborate program of sports, games, music, dramatic presentations and similar activities.

Recent estimates show that there has been an influx of 25,000 people to Dearborn since the last census was taken. There is, therefore, greater need than ever for such an opportunity as Dearborn Day presents to welcome these newcomers, and each year an increasing number of people look forward with the keenest anticipation to the neighborliness and the festivities of this gala day.

This year the celebration was a particularly happy one. Not only was there an especially extensive program of recreation arranged by the city's Recreation Department of which Henry D. Schubert is the executive, but the closing evening of the two-day celebration marked the formal presentation to the city by Henry Ford of Ford Field. This twenty acre amphitheater along Rouge River had for many years been used as a recreation center through the courtesy of Mr. Ford. With its four baseball diamonds and grassy, shaded picnic grounds it had provided play opportunities for many thousands. Now it was to become the property of the city. July 16th was indeed a red letter day for Dearborn!

> "Friends and Neighbors — Thanks for your greetings tonight. It is good to see so large a gathering in such a happy mood. That is because we Dearbornites know how to play as well as work. If we don't play a little we shall not be able to work very well.
>
> "This field is really the 'village green' of our town, and for many years it has been a place of outdoor recreation for both old and young. Mrs. Ford and I now take great pleasure in presenting it to Dearborn so that it may always be used for this good purpose."
>
> *Henry Ford*

Mr. and Mrs. Ford were present at the dedication and took part in the ceremony, Mr. Ford broadcasting a message over a coast to coast hookup of the Columbia Broadcasting System.

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Securing the Use of Schools as Community Centers

By THOMAS W. LANTZ
Superintendent of Public Recreation
Reading, Pennsylvania

Community center days are coming! If the use of schools as community centers is a new project in your community it will be helpful to learn how one city secured the cooperation of its school board and built up public support.

MOST RECREATION departments have little difficulty in securing the gymnasium facilities of a public school but when those same recreation departments seek the wider use of the building for activities which cater to youth and adult groups, the School District will often oppose the project. Usually the District has certain reasons for its refusal, one of them being the extra cost for light, heat and janitor services, and to the average taxpayer the School District's attitude is apparently logical.

How, then, may a recreation department secure the wider use of a school plant?

Creating Public Sentiment

First, by building up public sentiment. This procedure takes time but is well worth the effort. School and city officials, service clubs, women's organizations, parent-teacher associations must be shown the need for the wider use of school buildings. Get the Parent-Teacher Association interested in making a survey of what young people in the neighborhood of the school building are doing during their leisure time. Take the various members of the School Board and City Council on an inspection trip in the vicinity of a school building and show them the gang hang-outs. Have the judge of the juvenile court make a public speech on the necessity of having a school building lighted at night for community recreation purposes. Secure the cooperation of the local newspapers in writing editorials. Point to the fact that Milwaukee, Wisconsin, has many school buildings open at night and boasts of the lowest juvenile delinquency record of any city in America. Have a meeting of case workers and group workers of your Council of Social Agencies and let the case working agencies show the need for neighborhood recreation centers in school buildings. Give their statements wide publicity; they know neighborhood conditions about as well as anybody in the city. Get the records of the police department and the juvenile court and show the large percentage of young people under twenty-five years of age who have been sent to reformatories and prisons and the cost of maintaining these same youths in institutions.

Creating public sentiment will take much of your time as it will be necessary for you to make many addresses, but sooner or later you will discover various organizations in the neighborhood responding to your plea, and they will appeal to the school board for the opening of a school building in their district for a daily program of recreation activities which will attract post-school ages.

You will find a more ready response from the School Board if the appeal for opening a school building comes directly from the taxpayers than from you.

How Reading Secured Its School Centers

The Junior League members of the City of Reading were operating a small settlement house near a school building whose gymnasium was being used by the Recreation Department. The settlement house facilities were quite inadequate. The

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director of the Junior League settlement house was reaching only a small number of children after school and in the evenings. The superintendent of the public recreation system of the city, believing that a better piece of work could be done in the nearby school building, pointed out to the Junior League that they could reach more people and do a more effective piece of work if they could secure the use of the school building in cooperation with the Recreation Department.

After an exhaustive study of the situation and many conferences with the superintendent of public recreation, the Junior Leaguers appeared before the local School Board and requested the use of a large grade school building, stating that they wanted to give up their small house and reach more people. The Junior Leaguers, representing a large portion of the biggest taxpayers in the city, carried some weight with the School Board officials, and they were granted the use of the building with free light, heat and janitor services. The League agreed to pay for leadership and supplies. The Recreation Department assumed responsibility for administering and providing leadership for the new neighborhood center in a school building. Thus through the cooperation of the School Board, Junior League and the Recreation Department, the City of Reading secured its first real recreation center in a school building.

The center was first opened in 1930 and today the program reaches a total number of approximately 5000 participants each month. Rooms in the school building are used for chess, art, handicraft, fencing, boxing, wrestling, music, dramatics, a charm school for girls, Boy Scouts, Camp Fire Girls, community nights, illustrated lectures and a wide range of activities.

Another way in which the wider use of school buildings may be secured is through cooperation with other agencies in the community.

For several years the Inter-Racial Committee of the Council of Social Agencies, composed of colored and white members, among them the superintendent of recreation, discussed the possibility of opening an inter-racial neighborhood recreation center in a school building.

Recently several school buildings were abandoned by the school district for larger and more modern buildings. When the opportunity arose, the Inter-Racial Committee of the Council of Social Agencies appeared before the School Board and made an urgent appeal in behalf of the Recreation Department for the use of the abandoned school building. The School Board was favorably impressed, and when the Board of Recreation formally requested the use of the building the request was granted. The same Inter-Racial Committee appeared before the City Council and secured a fine appropriation to operate the first inter-racial center under Negro and white leadership. The school building is used from top to bottom every day except Sunday for activities ranging from sewing classes to boxing.

> **"We have only begun the intelligent, long-term planning of school buildings, playgrounds and other educational and recreational facilities. The time will come when current criticisms of the amounts expended for school buildings will be looked upon as ridiculous. . . . Instead of debating whether a gymnasium or auditorium will be included in a school building, the question will be how many gymnasiums and auditoriums are required to provide adequate facilities for the athletic, recreational and cultural activities of the community."—*Henry C. Morrison* and *John K. Norton* in *National Municipal Review.***

A strong County Education, Recreation and Youth Advisory Council, which is a part of the Works Progress Administration, was an influential factor with the School Board when the Recreation Department desired the use of a new million dollar grade school for community center purposes. With the backing of the County Education, Recreation and Youth Advisory Council, the Recreation Board had little difficulty in securing not only the gymnasium facilities of the new school, but any part of the building desired for a comprehensive leisure time program. The recreation center is now being entirely operated with W.P.A. recreation leaders under the supervision of the Recreation Department. The School District pays for light, heat and janitor services; the Recreation Department provides all the equipment necessary for the conducting of activities.

Reading has twenty-five neighborhood Parents' Playground Associations and they are traditionally strong. These neighborhood parents' associations, which heretofore only took an interest in their summer playgrounds, are now taking the lead in securing the wider use of school buildings

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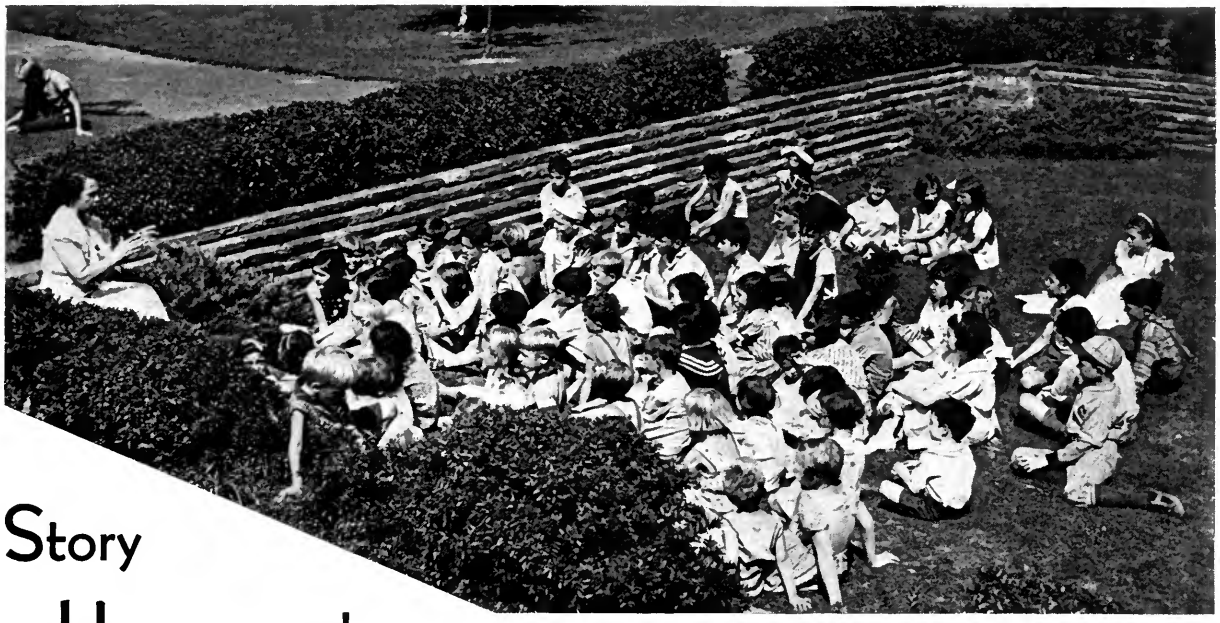

Story Hours—and Story Hours!

By ANNE MAJETTE GRANT
Specialist in Story-telling
Westchester County Recreation Commission

WHAT CAN a recreation leader who believes in story-telling but is not trained in the art do toward promoting and developing this "activity" on the playground? I use that word activity advisedly. If you have watched a group of children during a story hour you know already how truly they participate. They are not merely passively listening. They have become actors. They are the hero or heroine, truly experiencing the thrills or hardships about which they are hearing.

Certainly it is with no thought of making story-telling a less beautiful or less perfect art that I insist that folk not trained for story-telling can make a very worthwhile contribution in this field. Nor do I think for one moment that everyone can become a good story-teller, although in my goings up and down I have unearthed a few excellent story-tellers who had not previously been aware of their talent. But for the sake of clarity in presenting certain definite suggestions, let us divide story-telling into two different categories—the informal and the formal.

In the July issue of *Recreation* we presented an article by Mrs. Grant urging that every playground which could possibly arrange for it have a "magic corner" for story-telling and simple dramatics for children. In this article Mrs. Grant offers some practical suggestions, especially for the benefit of the inexperienced story-teller, on informal and formal story-telling.

The Informal Times

Recently I was delighted to hear an authority on music, speaking before a general recreation conference, say, "It's music if it sounds like music to the ones who are making it." That expresses my feeling about this informal tale-telling, and there is no recreation leader worthy of the name who cannot develop these important moments. It may be the tennis coach sitting on the side lines with his players before the game—or between sets—telling them, quite incidentally, how ancient tennis had no net, the ball being played over an earthen mound and struck by the palm of the hand instead of a racquet. Or he may tell them a bit about the boyhood of "Big Bill" Tilden, the great tennis champion. Whatever he tells them, he will be building on their interest in tennis; he will be creating a spirit of comradeship between himself and these young people, and he will be linking them up with all the champions of this particular sport. And that's story-telling!

There is a little book called "Popular Sports," published by Rand McNally and available for ten cents at the Woolworth Stores, which gives hundreds of facts about the origin and development of our sports. Such

a book in the hands of an alert leader could be the basis of many weeks of quiet informal sessions.

If the children have been interested in soap-carving, would not this activity be made more interesting if they heard something of the coal-carving of the Pennsylvania miners during their spare time? Or might not such a story as "The Scullion Who Became a Great Sculptor" (*Book Trails*) stimulate and encourage them in a way nothing else could, especially if it is given to them as they sit at their own carving?

If they have been on a nature trip or a hike and have "discovered" a skunk, would not such a story as "The Fearless One" (*Story Parade Magazine,* July 1936), which tells graphically the habits of this animal, whet their appetites to know more about the lives of these field folk? So much of our learning is unrelated that anything which brings facts and experiences together is certainly worth trying.

Do you know how interested children are in what you did when you were a little boy or girl? Share some of these experiences with them, especially some of those none-too-perfect things — such as playing hooky from school or smoking a long black cigar on a dare. I do not think there is much danger of their emulating this example, particularly if you go all the way through to the end and tell the truth about the prize not being worth the punishment, and I am very sure that this confidential information will give you a rating with children scarcely equalled by any other characteristic!

Encourage the children to tell you and the group about the most thrilling times they've ever had or the stories they like best. You can offer to read their favorite book aloud to the group. (A shelf of well-selected books borrowed from the local library is a boon to any program. Incidentally, this is a good first step toward getting your librarian interested in what you are doing. And librarians are such good story-tellers!)

Visits to and stories about historical spots, monuments or characters in the community can be easily managed and give such abundance to the very world in which we live. It is amazing to see how many things that children so stimulated and awakened can discover for themselves. And who knows but that this may be the beginning of a life-long interest in history and folk-lore? Or the first step in the foundation of a local museum? Big oaks from little acorns do grow!

Then there are tales to be told about all the local and national celebrations; holidays and why we have them. Children are interested in such learning if you bestir yourself enough to make these things interesting to them. By a local celebration I mean such a one as the recent one in Hastings-on-Hudson honoring the memory of Admiral Farragut. An interested, able story-teller could vivify not only the life of the man himself but the whole period in which he lived.

Every day we read in our papers things which would be of special interest to children if only we would clip them and stick them into a convenient pocket for that lull when everyone seems to just hang around with nothing to do or say or think. The clipping may be something about the stars and related to their nature program, or it may be the account of the finding of an Indian bowl many hundreds of years old, or it may be about a faithful dog who travelled eight months and many miles to return to his master. But this, too, is story-telling!

An hour of riddles and jokes is fun. And surely there is nothing more important on a recreation program than healthy, hearty laughter. Youngsters will enjoy finding these riddles and jokes to share with the group. Made-to-order stories are always fun. The leader — or some child—will begin a story such as, "One day an old man was going down the street with a big bag over his shoulder." At this point the next child takes up the story and carries it a few sentences, passing it on to the next line. Dorothy Canfield Fisher's *Made-to-Order Stories* will give valuable suggestions for this kind of activity.

It is these informal moments—or hours—which add richness and depth to the program, giving it a meaning beyond the telling.

The Formal Story Hour

This more formal story hour will require a trained or experienced story-teller whom the recreation leader will perhaps have the responsibility of finding. It is well to keep in mind that the special story hour requires a program of well-selected, well-told stories if it is to be worthy of a place on your "Special Activities" program, and that it is better to have no special hour than to have a poor one. But assuming that a satisfactory story-teller is available, there are certain things which the director can do which will definitely help the story-teller.

(Continued on page 373)

Texas Celebrates Its Hundredth Birthday

And the National Folk Festival its third anniversary

By SARAH GERTRUDE KNOTT
Director
National Folk Festival

TEXAS WAS CELEBRATING its one hundredth birthday; the National Folk Festival, its third: Old customs and traditional folkways were being recalled by both. The people from twenty states, with their folk dances, songs, plays and handicraft expressions, had joined the procession of American people moving to Dallas for its Centennial celebration.

The evening programs of the National Folk Festival were held in the Amphitheater under Texas blue skies. During the day more informal programs were given here and there on the Centennial grounds. At almost any place one was likely to see fiddlers wandering minstrel-like around, or to hear bands strike up these favorite folk tunes, and play on and on. Cowboys with their highly-decorated boots, wide-brimmed hats, and gay-colored shirts, were in evidence on every hand. It was not an uncommon sight to see large numbers of Negroes on their way to the spots designated for them, to sing the spirituals. Given the slightest encouragement, they sang before they arrived or after they left. Indians and Spanish groups added color as they roamed down the Esplanade or stopped by the Reflecting Basin to sing or dance as their inclination led them, for this was a "peoples' festival."

"The history of folk expression shows three different stages," said Dr. Van der Ven Ten of Netherlands, in one of the morning conferences of the International Folk Dance Festival held at the Cecil Sharp House in London last summer. In the first stage the folk expressions are in their full vigor. Here there are no outside influences to disturb them in any way and they are unconsciously "folk." In the second stage there is less vigor and certain influences are needed to strengthen their vitality or give incentive for continued use. If this incentive is lacking they are likely to die. In the third stage they have passed the point of being revived.

We believe that America is passing through the second stage. The truth of the vitality of the folk expressions was strikingly noted in many presentations at the third National Folk Festive, but in some cases it was evident if they are to continue to be a part of our America life, plans must be made to keep them.

Folk Expressions from All Sections

There could be no mistaking the fact that the War Dances, Eagle Dances, and other traditional ceremonials from the fierce Kiowa Indian tribe from Oklahoma, as well as the Bear Dance and the Buffalo Dance of the Cherokee Indians from North Carolina and Texas' own Tigua Indians from Isleta, Texas, with their La Figura and El Primer Baile, had been handed down traditionally. Each had certain rhythms that belong universally to the Indian, but certain individual differences were evident.

Surely there was life in the Mexican and Spanish presentations by the Tipica Orchestra from El

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Paso and by the Spanish dancers from Dallas and San Antonio, with their national folk dances. There were the early mission hymns, known as the Alabado and the Albanzas, which were brought to America by the Spanish missionaries and have been sung by people of Spanish descent since the sixteenth century. But some of the songs, like Del Cielo Bajo, taught the Indians by the early missionaries and sung to the accompaniment of guitar and dances on their long pilgrimages to the mission of their patron Our Lady of Guadalupe, were brought back from the half-forgotten memories of older people and taught to a group of Mexican girls under the direction of Father J. G. O'Donohoe, Chairman of the Catholic Exhibit of the Texas Centennial Exposition.

Acadian groups from Louisiana, directed by Lauren C. Post of the University of Louisiana at Baton Rouge, were represented by bands and the Acadian dances, Les Varieties Parisiennes and the Lanciers Acadian. While these dances are remembered by a number of older Acadians, yet this particular group of younger people had to revive them under the direction of Fred DeCuir for presentation at the festival.

The Germans from Fredericksburg, Texas, brought their living customs and traditions in the German Folk dances, sketches and music. The German language is still spoken to a great extent by the people in Fredericksburg, who have held rather closely to these traditions throughout the ninety years' life of the "City of Windmills."

While representation from most of the groups on the National Folk Festival program was to be found only in certain sections, the Anglo-Saxon materials and participants were much more generally found. In every one of the thirty sectional festivals held in Texas there was always strong Anglo-Saxon representation, along with the Mexican, Spanish, Cowboy, German or whatever special type of expression most abounded in any particular community. In addition to the wealth of Anglo-Saxon material found in Texas, Bascom Lamar Lunsford from the Mountain Song and Dance Festival from Asheville, N. C., brought over his group of ballad singers, using the Old World ballads, as well as those indigenous to the Great Smokies. Fred J. Colby of the Agricultural Adjustment Administration in Nashville furnished one of the most interesting groups, using the singing games and square dances of the Tennessee mountains. Mrs. May Kennedy McCord brought from the Missouri Ozarks fiddlers and ballad singers with a wealth of material in its truest type. From the Arkansas Ozarks came A. E. Stroud with his many stringed dulcimer on which he played many traditional tunes. Happy Eugene Staples with his daughter, Mrs. Wynifred Staples Smith, was sent down by Governor Brann of Maine to show the rich heritage of traditional Anglo-Saxon folklore existing in that state.

The versions of the ballads used by these groups from the different sections held more truly to the one form than the square dances and singing games. In the dances and games from Texas, the words had often been adapted to express the spirit of the West. They seemed more spontaneous, the action was quicker and the players seemed really to get more fun out of it and to put a little more of their own life into the execution than the groups from the East did in their dances. Calvin Allbright of Farmers Branch, Texas, with his sixteen-couple team, had his own interesting version of one of the most familiar of the old square dances:

"Eight hands joined,
Circle eight;
Now you catch
That Eastbound freight
Break the trail home,
Sash your corner
And your taw.
Rope the cow,
Drive the calf
When you meet her
Swing her one and a half.
Treat 'em all alike
If it takes you all night.
Hurry up, boys,
Don't get slow,
For you're not goin'
Like you did a while ago."

The Quadrille on Horseback, presented in the Agrarian Parkway by a group of Houston people under the leadership of Mrs. Mary E. Storey and Corinne Fonde of the Recreation Department of Houston, was an interesting novelty with Western atmosphere. They used the square dance, "Lady Around Lady," and the horses were almost as nimble on their feet during this old square dance as were many of the other ladies who "swung around the gents" in the same square dances done by the East Texas State Teachers College from Commerce, Texas.

The Sacred Harp Singers

About two hundred sacred harp singers from Texas, Georgia, and adjoining states came together for an all-day singing on June 21 in the Foods Building. More than 30,000 people in Texas still sing the old sacred harp songs, using

the same old book which has been used for more than one hundred years, with its fa-so-la method. The tuning fork is used to get the pitch. The notes are sung first and then the words. W. T. Coston, who has been a leader of the Sacred Harp group in the South for more than twenty-five years, and other leaders are making a determined effort to get the younger people interested in this old traditional form of music so that it will be carried on. While there is, of course, a chance that the younger folk will eventually take on the new methods, yet when one has attended many of their singing conventions and seen the devotion of the older people in Texas and in other Southern states to the Sacred Harp, it seems likely that several generations at least must pass before they are forgotten.

Negro Spirituals

Thousands of Texas Negroes participated in the program of spirituals, lining hymns, cotton-field songs, and work songs, which told unmistakably of the living quality of these folk expressions in the Negro's life.

A Negro spiritual chorus of 1700 students from Booker T. Washington High School, Dallas, opened the National Folk Festival program. A state chorus of 5,000, assembled by A. S. Jackson of Dallas, Eliza Champ-Gordon McCabe of Beaumont, and Helen Hagan of Marshall, sang spirituals on June 19; another chorus of 1200 from the Emergency Education Association and the G Clef Club of Dallas closed the national program. Old favorites like *Swing Low Sweet Chariot, We Are Climbing Jacob's Ladder,* and *Steal Away* were used, along with those not so well known. On this evening a group of 200 people sang the moving old lining hymns, *Father I Stretch My Hands to Thee,* and *I'm Not Ashamed to Own My God.*

An inescapable, impressive Negro folklore seems to be more genuinely representative of and nearer and dearer to the Negro race than other folk expressions are to any other race or group of people in our country.

The foreman of the rock quarry at Farmers Branch, eager to cooperate in the preliminary plans for the festival, asked that representatives be sent out to the rock quarry to hear his Negroes sing. Work was suspended, the Negroes were called out of their quarry, and with picks in hand to make the rhythm, together they sang:

"God made the 'gator
And the 'gator got flied
God knocked knots
All over the 'gator's eyes.
Gwan ol' 'gator
God bless yo' soul
I'm goin' to beat yuh
To yuh muddy hole."

This, along with *John Henry* and *Good Mornin' Cap'n* represented their contribution to the festival.

Folk Plays

Unlike the other presentations on the National Folk Festival program, the Carolina folk plays presented by the Carolina Playmakers in the Artists' Auditorium Saturday and Sunday were not traditional. We are only in the beginnings of the creation of our native American drama. "Quare Medicine," the first play presented by the Carolina Playmakers from the University of North Carolina, under the direction of Frederick H. Koch, was Paul Green's first comedy. The other play, "Texas Calls," a story of a Carolina family rooted in traditions, and a young hero who pioneered to Texas, was written especially for this occasion by Mr. Green, who is President of the National Folk Festival. Other dramas based on folk life were "Lost Mines," by Margaret Harrison of Ft. Worth, presented by a group from Beeville, Texas, under the direction of Mrs. W. R. Quin. Annie Randall's Negro group, the Thespians, from Waco, gave Paul Green's "No 'Count Boy." Sketches from the Upper Red River Valley, depicting frontier Texas, were given by groups from Memphis, Crowell and Quitaque. These were plays with themes peculiar to the sections from which the different groups came, but each expressed a universal element of folk life.

"If we are to consider the cultural and creative development of the individual, or if we are interested in building up audiences to appreciate the more sophisticated forms of art, we must begin with people as they are, as we found them at this festival. We must give them the thing they understand and like, and the chance to express it. If there is danger of our losing the Negro spiritual, the Sacred Harp hymns, the square dances and the singing games, the fiddlers playing the old traditional tunes and the ballad singers, what, then, will there be as a beginning, as a base for creative arts? What else could fill the idle hours of thousands who have it in their hearts to sing and dance and play?"

Sea Chanteys and Folk Songs

In the old days Captain Dick Maitland from Sailors'

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Building a Bomber

By RICHARD B. HOAG
Chicago Park District

The design and construction of model airplanes has assumed a place of importance as one of the most popular of boys' recreational activities at Mozart Park, Chicago. Throughout all its centers the Chicago Park District seeks to make airplane construction scientific as well as recreational. Particularly interesting is the experimental work which is being done by the boys, a phase of which is described in this article by Mr. Hoag.

MODEL AIRPLANE designing and constructing has definitely taken its place among the most popular of boys' recreational activities at Mozart Park, Chicago. Here a class of fifty-five boys is at present busily engaged in building outdoor models which will be entered in the approaching seasonal flying contests. Under the guidance of their instructor, Harry Dromerhausen, this group has been carrying out an extensive program of experimental work which has resulted in some remarkable achievements and invaluable contributions to model airplane development.

One of the recent models of the group, a marvel of neat, accurate workmanship and ingenuity, is equipped with a bombing compartment. The novel and exclusive feature of this plane is the trap door which is designed and adjusted to open automatically and release a bomb, a parachute or a shower of confetti while it is in flight.

No ready-made or machined parts are used in the construction of this plane. Each piece is fashioned entirely from raw material by members of the class. With the exception of a few necessary strips of reed for the wing tips and cockpit enclosure, balsa wood is used throughout the entire plane structure. The wings have a three-foot span and are of double camber tapered sweep back type. The covering material is Japanese superfine tissue. After each unit of the assembly is completed, the covering is sprayed with a special preparation which imparts a smooth, transparent finish and adds rigidity to the fuselage.

The Trap Door

The opening of the trap door is controlled by the action of a fuse which is ignited shortly before the plane is released for a flight. The door is first cut to fit the dimensions of the compartment. For the purpose of reducing fire hazard, a three-quarter inch strip of aluminum tissue is folded over the edge of one end of the door and attached to the inner and outer surfaces. The next operation is to fasten a double eye of small gauge wire to the exterior side of the

Note the trap door which opens automatically releasing a bomb or parachute while in flight

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Looking Backward Forty Years

Behind every settlement in the slums of our great cities there is a personality who dreamed and sacrificed and worked!

GEORGE A. BELLAMY

FORTY YEARS AGO there came from Hiram College a young man imbued with a great and compelling desire to serve. He chose one neighborhood in the city of Cleveland and for forty years he has devoted the major part of his strength to this community. The result is Hiram House and a very considerable contribution to the recreation movement. The man is George A. Bellamy.

Hiram House Playground

The early years of Hiram House were not easy ones for George Bellamy. He started in 1896 with a small rented house, no money, no trustees, and no friends. At the end of two years he was in debt $500 and had no salary. But he persisted, and by 1900 he was able to obtain a new house. In that same year Mr. and Mrs. Samuel Mather founded the Hiram House playground, replacing an unsightly junk yard with a play area later to be enclosed by a beautiful grill-work fence, donated thirty years ago by Mr. H. W. Hunt who still serves on the Board of Trustees of Hiram House. The playground was unique for it was, Mr. Bellamy believes, the first brightly lighted all-year-round playground with trained leadership open morning, afternoon and evening. This was but the beginning of many outstanding contributions to recreation techniques and policies originated or developed by Hiram House.

Hiram House has always emphasized the need for trained leadership. From the beginning there has been a boys' and a girls' play director and a year-round program. As early as 1906 a system of volunteer leadership was inaugurated whereby colleges sent summer students to the settlement who, in return for their services, were given board and room and training. Men and women from many cities have visited the Hiram House playground to study its method and to be helped in the planning of their own work. A leading recreation worker who visited Hiram House while making a study of the playgrounds of America, stated at a National Recreation Congress that the Hiram House playground was the best socialized playground in America.

In 1906 the Progress City plan was started. Under it the playground was organized with the departmental set-up of a real city. The child members of the playground police, sanitation and other departments did much of the cleaning, po-

Hiram House is celebrating its birthday with a symposium during the next two months that will take the form of a series of public luncheon meetings and reunions. Guests will be alumni, present club members, past and present staff members, trustees and friends of Hiram House—a considerable section of Cleveland's citizenry whose lives have been touched through the years by the settlement and its influences.

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licing and caring for the playground, even to constructing a wading pool themselves.

Mr. Bellamy has always believed in working with local organizations and in helping to enrich their programs. A few years ago he approached the schools, proposing an informal experiment "to evolve a plan of cooperation between public and private agencies for the development of health, character and citizenship in Cleveland school children." The plan involved the cooperation of Hiram House workers with the schools in developing desirable habits in children. Before formulating a program, the first step was a comprehensive study of children's food, sleep and activities. The results have been published by Hiram House in "Children's Food, Sleep and Activities" — a series of studies of conditions under which the average child in four public schools is growing up. The study shows a need for a program such as Mr. Bellamy proposes.

"Evolution discards the useless and builds on the useful. If there is not definite change in the form of growth in an institution every ten years, something is wrong. Life does not stand still. When it does, it is no longer life but decay and death."

Contribution to the National Recreation Movement

Not only has Mr. Bellamy promoted recreation locally through Hiram House, through the schools and through service as the first recreation commissioner in Cleveland, but he has also contributed his rich experience to the national movement through his affiliation with the National Recreation Association. For the Association, in the early days of its history, he visited some forty cities throughout the country, taking a week here, a week there, sometimes a few days or even a single day whenever time could be spared from his busy life at Hiram House. In many of these cities recreation systems have solid foundations in part because of the devotion and practical ability which George Bellamy showed in helping local citizens face their recreation problems and in assisting them in planning, not for one year or five, but for a generation to come.

During the World War he was one of a small group who did most in building up War Camp Community Service. Much that happened nationally and in localities was due to his energy and ability.

A further extension of the influence of Hiram House in the national movement was the membership for a number of years on the Board of Directors of the National Recreation Association of Samuel Mather, donor with his wife of the Hiram House playground, and for many years closely associated with the settlement.

Hiram House celebrates its fortieth anniversary this month, and the settlement can look back with justifiable pride upon the position it has held throughout its history as a real contributor to the recreational well-being of the neighborhood, the city and the country. It can also look forward to more years of increased service under the dynamic leadership of George A. Bellamy, nationally recognized as one of the country's pioneers in the great adventure of neighborliness which is making America's slum districts far more livable for many thousands.

Officers of Progress City in 1908, as they decided weighty affairs of state

Recreation in One Community

By ROBERT L. HORNEY
Superintendent of Recreation
Danville, Illinois

ON JUNE 8TH the Recreation Department of Danville, Illinois, inaugurated its summer playground program for a period of ten weeks. Four park playgrounds and four community center grounds were opened from 9:45 to 8:30 daily except on Saturdays and Sundays, each playground with a man and a woman serving as co-directors with one or more assistants as attendance necessitated.

Attendance Doubles

Practically every type of recreative activity for boys and girls, men and women was introduced, and there was a marked increase in interest and participation during the season. The list of recreational activities encouraged at the playgrounds included more than 150 different forms of play. The total attendance more than doubled that of previous years, almost 325,000 taking part in some form of activity. Of this total 36% attended Garfield Park where the major interests were athletics and where there were evening activities consisting of amateur shows, community singing and moving pictures. Lincoln Park was second highest in attendance with 20% of the total attendance of all the playgrounds. The central location of this park no doubt accounts for the surprising increase over other playgrounds and parks in the city. An analysis of attendance for the season showed that 73.5% of the people coming to the centers were actual participants; 77.1% of the playground visits were paid by children. The attendance of boys and men at the grounds was 68.8% more than twice the percentage of girls and women.

Danville, Illinois, has in past years conducted summer playground activities on a small scale. Not until this year, however, after a mill tax had been passed providing funds, a recreation department established and a superintendent of recreation employed, was the objective achieved of presenting a program so broad in its scope and so productive of definite values as to be wholeheartedly accepted by the citizenry. The city has had a very high delinquency rate. While complete figures are not yet available, careful estimates show a decrease in delinquency for the summer playground season of approximately 30% as compared with figures of past years.

The Activities

Athletics and Sports. A wide variety of organized sports, leagues, tournaments and similar events was arranged during the summer playground season, the principal sports fostered being baseball, playground ball, tennis, swimming, track and field events, horseshoe pitching, volley ball and athletic badge tests. The total participation in athletics was 70,691, and there were approximately sixty softball teams organized in leagues, eight junior baseball teams, two tennis tourneys, two horseshoe tournaments, two swimming meets, a telegraphic track meet, eighteen volley ball teams, and a number of fields days and low organized athletic events.

A baseball school which attracted approximately 500 boys from all sections of the city began June 1st and lasted three weeks. After this the boys were divided into teams representing each playground. As an added interest, the boys who won honors in athletic events during the summer were given free passes to see a National League baseball game in Chicago. Three hundred and twenty-five boys attended the games. Danville was fifth in the nation-wide telegraphic track meet which was a highlight of the athletic program.

Dramatics and Pageantry. The dramatic program of the department was given much emphasis during the season, and almost 16,000 participated in the activities sponsored by the department. The two outstanding events were the story-telling festival and the story book pageant. The festival attracted nearly 3,000 children. Stories from foreign countries, tales of early American Indian life, adventure and ghost stories featured the week's program. Eight girls who had previous dramatic training at the University of Illinois volunteered their services for this activity. As a result, story-telling had a definite part of the daily program on each playground.

The story book pageant was the closing event of the summer's program, and more

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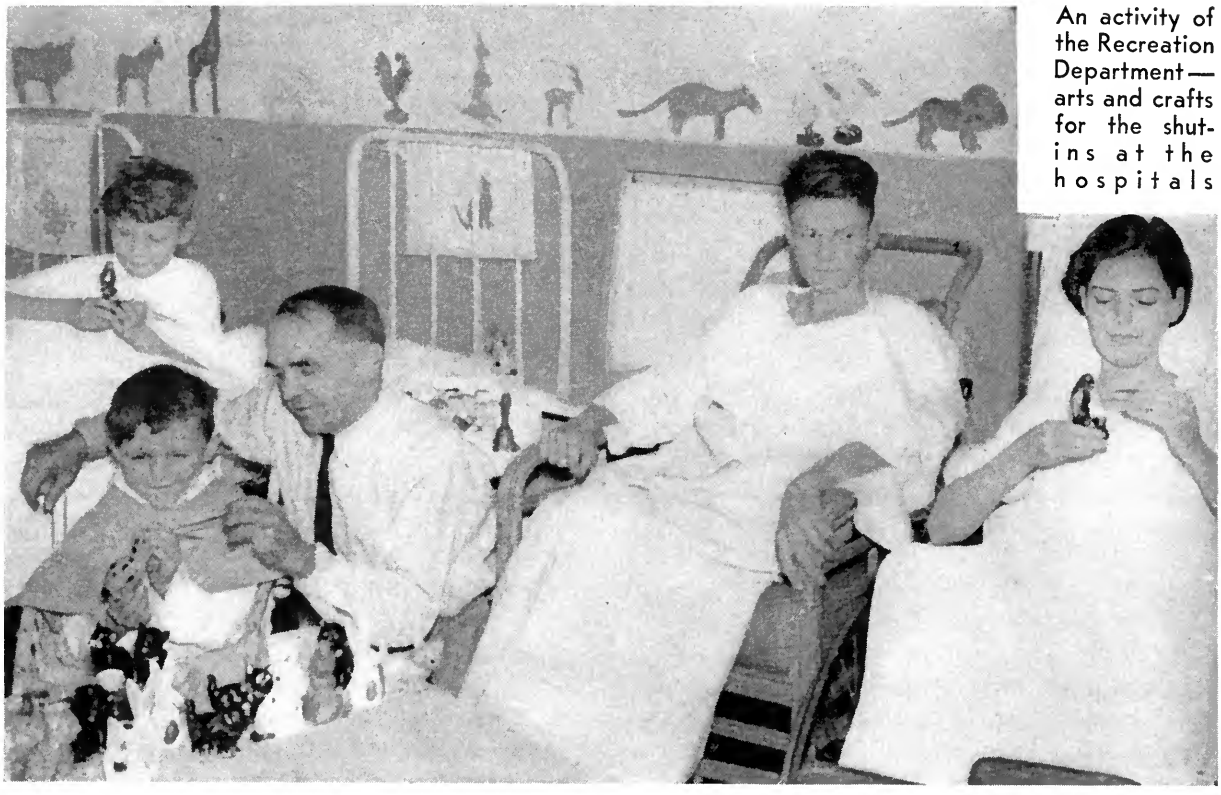

An activity of the Recreation Department—arts and crafts for the shut-ins at the hospitals

than 300 children representing all the playgrounds composed the cast. This was the first outdoor pageant ever produced by the children of the city, and it furnished an opportunity for mass effects in dancing, pantomime and pageantry which were colorful and impressive. The event attracted 4,000 spectators from Danville and the surrounding territory.

In June we experimented with amateur hour nights. So popular did these events become that before the summer was half over each playground had a scheduled night for its program. The various amateur contest winners throughout the summer were taken as a troupe to the Veterans Administration Facility for disabled soldiers, and a program lasting about an hour and a half was given as a part of the Recreation Department's service to shut-ins.

City-Wide Music. The community and playground orchestra, organized as a city-wide group to provide expression for musicians of all ages, during the past year has been developed into a group capable of presenting classical works without approaching the more difficult symphonies. Since its organization a year ago it has appeared several times in public concerts. In the future it is expected to develop into one of the outstanding music organizations of the department and to fill a real need for this type of organization in the musical life of the city.

A dance orchestra has been organized which plays for the weekly dances in each park pavilion. The members of this group are paid by WPA funds. The orchestra plays popular music during the summer and square dance music in the community centers during the winter months.

Community singing proved one of the most popular activities of the evening program. A schedule was arranged through which each playground was visited during the week. The department rented lantern slides which made it possible for everyone to read the verse and chorus of each song shown on the moving picture screen. As many as 300 people came together on a single night to sing old songs and the popular tunes of the day. This was one of the most enjoyable activities sponsored on the playgrounds.

The most outstanding musical feature of the summer was the series of outdoor Sunday afternoon civic concerts. Local musicians, including bands, orchestras, vocalists and groups of entertainers, were heard at different times throughout the summer. The department's sound system and a large traveling stage made it possible for each

program to be well presented. The average attendance of these programs was 2,500 people, and the total participation in musical activities during the summer months was over 28,000.

Arts and Crafts. Realizing that man is a skill hungry animal, the Recreation Department has made every effort to provide varied handcraft projects to attract the individuals coming to the playgrounds. Such special activities as the lantern parade, playground circus parade and pageants provided a great variety of projects for all who were interested in the craft program. Nearly 500 children worked more than three weeks in order to have lanterns, floats or costumes appearing in the public lantern parade held during June. Approximately 1,000 children took an active part in creating bears, elephants, wild cats and other animals which made up a major part of the circus parade. All the hobby horses, flowered hoops, wreaths and scenery were promoted as handcraft projects for the pageant presentation, and each child had an opportunity to take part in this vast stage production.

The craft shop, which made more than fifty grotesque heads for the circus parade, provided plenty of interest for the children who made costumes for the animals.

Recently the Recreation Department has started making puppets and marionettes on a large scale, and a great deal of time has been spent securing information on details of construction and play production. As a result of this study, a manual has been prepared containing much practical information. A hand puppet theater has been built and several plays nearly completed. In the near future we shall have a good sized marionette stage built which will be used in entertaining school and church groups, hospitals and children's homes. This is another phase of our shut-in service which has been developed during the past year.

Special Events. In order that the Recreation Department might prove its value to citizens of Danville, a very extensive program was planned for the summer playground season. The general public before it will accept new ideas must have an opportunity to see the beneficial results which are possible. Recreation, therefore, has been made a product for sale to Danville. It needed newspaper publicity and pictures, but most of all it needed demonstration. Conscious of this, the Recreation Department provided a special activity each week. The combined effect of these events has been very helpful in selling our product. We held a wading pool carnival, a wheel week, patriotic week, music week, a pet and hobby show, a lantern parade, a playground circus, pageants and tournaments. Each event included a very large percentage of the children attending the playground. It was hoped that through stimulating the child's interest we could reach the parents and citizens of the city.

Cooperation

Whether or not we have accomplished all our objectives may be a question, but we do know that we have had the finest and most generous cooperation from business men, newspapers, parents and service clubs in promoting our activities. The present city administration has encouraged universal cooperation among all such departments to the end that the Recreation Department might most effectively and economically serve community needs. Outstanding cooperation was given by the Park Department and the Mayor, and through their generosity we were not only provided with areas on which to conduct activities, but we have always been able to secure advice and counsel in carrying out our special programs. The city library has been especial helpful in helping us organize our story-telling, music and other cultural activities. The Police Department has always been ready to assist us in our parades and special events, while the Fire Department aided us in promoting street showers.

Most gratifying of all were the interest and approval shown by the City Council when it provided approximately $8,000 to be used for recreation and leisure time activities.

Danville is now recreation conscious, and the summer's playground program with its demonstrations and special events played an indispensable part in bringing about this state of mind.

"We have studied statistics on crime. We know its extent, something of its cost, but we have thought of it as a faraway problem. We haven't faced what we can do about it in our own communities. Most communities have factors which aggravate the problem. Conditions which predispose to crime, such as bad housing, lack of recreational facilities, false standards of values, warp the lives of scores of our young people even when they do not push them over into crime." —*Paul W. Garrett.*

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World Congress for Leisure Time and Recreation

Hamburg, Germany
July 23-30, 1936

THE WORLD CONGRESS for Leisure Time and Recreation opened in Hamburg, Germany, with an impressive ceremony. Dr. Robert Ley, the head of the Deutschen Arbeitsfront, was elected president of the general committee.

During the Congress there were general meetings and also sessions of working committees. There were also many outside demonstrations and much general entertainment. The folk plays and festivals were delightful. The newly-opened exhibition hall illustrating the native crafts and arts was most attractive. There were exceedingly interesting mass demonstrations. A huge parade of groups from all over Germany and of representatives from some of the visiting nations was held on Sunday. More than three hours were required for the parade to pass. Many of the participants were dressed in their native costumes and illustrated products and arts of their communities.

Working Sessions

The working sessions of the Congress were divided into seven parts:

I. The social problem: public and private initiative. The political and economic significance.
II. The character of the recreation movement and the forms its organization assumes.
III. The question of situation—factory and housing. The influence of beauty in his working surroundings on the man and his home culture.
IV. The week-end. Holidays and recreation. The value of physical culture for the working man.
V. The women's leisure time.
VI. Leisure time for children and young people.
VII. The fundamental relation between leisure and work. The influence of work on art and culture. The relations between work and national culture. People's education, traditional customs and creative amateurism.

These seven working sessions were arranged so that every one could participate. Opportunity was given for each person to visit labor camps, factories, youth hostels. The play festivals held in connection with the Congress were especially interesting to every one.

The general subjects were translated by telephone and were instructive to all. Nothing was left undone to assure the delegates of a heartfelt welcome and to provide for their comfort and convenience. The housing of the delegates was carefully provided for. There were several hundreds of interpreters ready to aid the foreign delegates and in the Congress hall a special ear phone system was installed for the use of the foreign delegates so that each delegate could listen to a translation in his own language. Free transportation on street railways, bus lines and boat lines was made available. A fleet of motor cars was at all times at the disposal of the delegates to take them from their hotels to the various places of meetings.

Demonstrations and Exhibits

There was a model playground for the children and several different centers in the form of amphitheaters that provided for the demonstration of activities. One area of the park, known as the "Platz des Handwerks," was devoted to examples of model homes with little gardens for people of low incomes. Several European countries have placed great emphasis on the home as the center of recreation activities. Every effort has been made to see that the families of working people have opportunities for gardens. A distinguishing feature of the Congress was the extent to which recreation activities were actually demonstrated.

Individuals from about fifty nations were present at the Congress. Among the fifty nations were: The United Kingdom (England, Wales, Scotland, North Ireland), The Irish Free State, Belgium, Netherlands, France, Luxemburg, Switzerland, Italy, Greece, Portugal, Spain, Turkey, Roumania, Bulgaria, Czechoslovakia, Poland, Finland, Norway, Sweden, Denmark, Austria, Australia, China, Chili, Argentine, Guatemala.

During the mornings of the first three days of the Congress plenary sessions were held in the Music Hall. The forenoons of the last three days were devoted to meetings of the various committees into which the Congress was divided for the more intimate discussion of different problems. In general the afternoons and evenings were devoted to demonstrations, inspection of exhibits and of parks and recreation facilities in the city. The demonstrations included calisthenics, gymnastics, games, dances, drama, handcraft, model airplane flying, camping. Throughout the Congress there was emphasis upon joy and happiness.

It was decided to hold the next meeting in Rome in 1938.

Nature Study as a Hobby

By
WILLIAM L. LLOYD

To learn early in life to be actively interested in many things, but particularly in some particular thing as a hobby, is of the utmost value. One is then never at a loss for something to occupy his leisure enjoyably.

Nature as a hobby heads the list because it demands enough outdoor exercise, together with a goodly amount of indoor work, to make a balanced recreation, but is elastic enough to fit any condition. Such a hobby can be followed from childhood to old age with equal pleasure and benefit. Nature is ready to serve you in any part of the world, at any season of the year and at any time of day or night.

Dr. Lloyd is a naturalist associated with the Los Angeles Playground and Recreation Department in the unique position of official "hobbyist." It is his responsibility to help people with their hobbies; to iron out any difficulty which may arise in the pursuit of a hobby; to stimulate interest in nature study; to assist Boy Scouts, Girl Scouts and similar organizations in acquiring merit badges in nature work; to aid leaders of these groups and in every way possible to encourage an interest in nature.

One day I was examining the shaggy bark of a tree for moth chrysalids when I observed a spider web with the remains of a moth enmeshed in it, and just below was the apparently equally dried skin of another moth which had lodged in a crevice in the bark. I poked it and to my surprise it unfolded its wrinkled wings, straightened its twisted, misshapen body and flew away. Since then I have watched many spider webs and searched many books for a clue as to the identity of that moth, but so far I have received no help. The moth had deliberately taken that form to fool its enemies into thinking it a poor substitute for a meal.

What thrill can be greater to a child than to witness the emergence of a beautiful butterfly from its chrysalid and to see the unfolding of its handsome wings? You may be collecting shells or flowers, or studying minerals or fossils, and find a specimen new to you, one that you may have seen in some other collection or heard or read about. The pleasure of such a find is never forgotten.

Suppose you are studying the stars and one night you discover for yourself a new star or an old one that, owing to the changing seasons, has disappeared for a time; but this night it appears according to schedule like an old friend after a long absence who has written he will return on a certain train. The train arrives, there is a moment of suspense, and then he appears on time as he promised. Such thrills are equal or greater than the most exciting you can imagine from any movie or mystery story and many times better for you in every way.

A Marine Museum

The Los Angeles Playground and Recreation Department realizes the value of nature as a hobby and is organizing classes to aid in the promotion of the program. To further the work the Department has created a museum at the Cabrillo Beach Playground. This museum contains most of the common shells to be found on the Southern California beaches, and many of the rare ones, arranged so that they may be easily identified. It contains many of the chitons, starfish, sea urchins, sea cucumbers and many other of the lower forms of life to be found in our tidepools and in the sand of our shore. We have many birds also, most of which were found dead or dying upon our beaches. These have been mounted, many in habitat groups showing their natural surroundings. It is our desire to have a complete list of edible fish as listed by the Fish and Game Commission mounted for public study.

The museum is open daily, including Sunday, from 9:00 A. M. to 5:00 P. M. It has been built up with gifts, mostly the contributions of its many visitors and friends. A shell here, a fish brought in by a fisherman, a bird found dead upon the beach—and so the gifts pile up. To each of these the doner's name is attached by means of a label. A few of our friends have had collections to contribute, both large and small, and these have helped greatly.

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During the last six months of 1935 we had about 50,000 visitors. Many of the visitors come for the definite purpose of receiving aid of some kind. A lady from Iowa wants to take a few shells home and desires to know something of their history and what they are called. A man is collecting Western shells to take to a settlement museum in Brooklyn, New York, and he wants the shells named. If I am at a playground or for some reason am called away from the museum, there is an assistant willing and anxious to help each visitor with his nature problems.

We also have classes in nature study at several of the playgrounds where one may take up any phase of the work in which he is interested. The classes are for children and adults.

An Appeal to Parents

Many parents think that a natural history hobby is expensive, too expensive for their children to indulge in. They may start a collection of shells but they do nothing more with them than to pile them in a box. Let me assure you that nature hobbies need not cost much, although one may spend as much as he desires. It is an important part of our work to teach methods of collecting, preserving and arranging to bring out all the beauty in the specimen, for the enjoyment of the individual and of his friends, at little or no cost. We are experimenting all the while to improve the appearance of the collection and at the same time to bring the cost down.

To the parents of children who may be interested in natural history, particularly the mothers, I make this appeal. If your child is interested in nature, take every opportunity to encourage him in that interest. I do not know of anything you can do that will be of more lasting benefit to him throughout life than to encourage his interest in natural history, or to develop an interest if it does not actively exist. For all children are instinctively close to nature and a little encouragement will develop that interest into a habit, a hobby. It is most discouraging to a child who has become interested in making a collection of shells, to have them thrown away by his mother while cleaning house!

It takes a lot of courage for a child to overcome such discouragements and handicaps and keep up an interest long enough to form the necessary habit. I have in mind one boy who is doing fine work. One day I visited him to see his collection. The boy is so enthusiastic and does such good work that I had pictured his home conditions as giving him every encouragement. What was my surprise to have him take me to an open space under the house where he was obliged to do the work and keep his collection! Few have courage to continue in the face of such odds.

I fully realize that many families are crowded into apartments and small houses, but just a little help and sympathy will do so much for a child. Some little nook or corner can be found which he can feel is his, a place where his work will be respected and a little interest taken in it. It will cost so little in time and effort to do this and the dividends are very large.

The fear which many people have at seeing a caterpillar, a spider or a snake, can be lost with a little proper training. I do not mean that the children should be encouraged to handle snakes, spiders or insects, or even worms, promiscuously. Let us remove this unreasoning fear toward such creatures and in its stead develop a wholesome respect for the lives around us. Teach the children to handle with care any creature which they do not understand, or refrain from handling it at all until such time as they learn its habits and modes of life.

(Continued on page 374)

Recreational Reading

By AMY LOVEMAN

We are indebted to the *Saturday Review of Literature* for permission to use this article, written in reply to the following inquiry from L. S. R. of Jamestown, Pennsylvania: "In September I have a paper to prepare for a Study Club on recreational reading. I realize a list of this kind would depend largely on one's personal tastes, and I would like suggestions on how to present such a list, and what books are to be recommended."

RECREATION is, indeed, so much a matter of personal taste that to prescribe reading for the purpose is a matter of infinite perplexity. Anything may be recreation if it happens to fall in with the slant of mind of an individual, from an abstruse treatise on integral calculus to a cookbook. But, I suppose, what L. S. R. has specifically in mind is such books as are likely to divert a variety of persons under a variety of circumstances—the business man, the professional worker, the housewife, the invalid, anyone who either through enforced idleness or in brief intervals of relaxation seeks entertainment and amusement. I don't know how L. S. R. expects to handle her topic, whether it is to be disposed of in one meeting or whether it is to serve as subject for several, and I should think that just what she does with it would have to depend largely upon the time at her command. But if, as seems possible from her letter, she has to present a covering paper, I should think her best way of attacking her subject would be to adjust it to her particular audience and offer such a list of reading as would fall in with the activities or interests of those who compose it.

It's a fairly safe guess to suppose that the generality of persons turn for recreation in reading to fiction, biography, or history — especially to the first two categories. It's likely, too, that the person who is reading for recreation is spasmodic in his tastes, and that a list prepared for him need have little unity of theme. It's the person who is reading for a purpose who follows along definite lines, and who, starting with a biography of Marie Antoinette, would follow it up with a history of the French Revolution, and slide from that into a life of Napoleon and possibly to a *Sanfelice.* Your recreational reader will be content to read Marcia Davenport's *Mozart* (Scribners) and skip from that to Lytton Strachey's *Queen Victoria* (Harcourt, Brace), and from that, without turning a hair, to Don Marquis' *Archy and Mehitabel* (Doubleday, Doran).

For pure, unadulterated recreation, for the reading that is absorbing and completely removed from the suspicion of moral purpose, give me the detective story. Here are all the elements of diversion. A story which exerts in maturity the sort of fascination which the fairy story did in youth, which for most of us lies as completely outside the realm of our experience as did that other, in which we can vicariously live a life of danger and excitement and match our wits against the wits of the author as well as of his characters —here is true relaxation. Conan Doyle, Dorothy Sayers, Freeman Wills Crofts, Austin Freeman, Van Dine, Marjorie Allingham, and a host of other writers of the mystery story are names to place on L. S. R.'s list.

And still, now that I have put them there I am sorry that I did not begin with a far different type of reading, for after all what could be better recreation than rereading the classics of literature, the great works which yield fresh delight on every return to them? Only last month I employed some of the leisure hours of the first vacation from enforced reading that I have had in a long time in rereading (for the how manyeth time I cannot say), *Pride and Prejudice, Emma,* and *Persuasion,* and I know of no better prescription for recreation. So perhaps L. S. R. should begin her paper by counselling her club to return to those works which have been loved in the past. dwell in memory fondly, and yield unexpected delight by the rediscovery of half-forgotten details.

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But to come down to present days. There are the many volumes of which our friends are always talking with enthusiasm, the graceful stories or the humorous ones, or the charmingly sentimental, or the piquant, books all of us mean to read when they appear and under the stress of daily routine find no leisure for. They are excellent selections for the hours of relaxation—such books as "Elizabeth's" *The Enchanted April* (Doubleday, Doran) or Margaret Kennedy's *The Constant Nymph* (Doubleday, Doran), or J. B. Priestley's *The Good Companions* (Harpers), or any of Ellen Glasgow's novels (whose wit and penetration place them in the front rank of contemporary fiction), or some of Willa Cather's, or A. P. Herbert's *The Water Gypsies* (Doubleday, Doran), or — But what's the use? The further I go the more involved I get, for any good book is good for recreational reading, and I feel as if I could go on almost at random naming novels by H. G. Wells, and Galsworthy, and Conrad, and Sigrid Undset's *Kristin Lavransdatter* (Knopf), and George Cronyn's *The Fool of Venus* (Covici-Friede), and the just issued *Gone with the Wind* (Macmillan), by Margaret Mitchell.

Of course for many a person there is no better recreational reading than travel. This is the true escape literature, for here, with the aid of imagination, one can be transported to realms of wonder, see a *Magic Island* (Harcourt, Brace), with W. B. Seabrook, walk again the streets of the Eternal City through the *Roman Pictures* (Scribners), of Percy Lubbock, wander among the people of Jugo-Slavia in Louis Adamic's *The Native's Return* (Harpers), or know the fascination of the South American wilderness through William Beebe's *Jungle Peace* (Holt). A copy of Baedeker can be the most delightful recreational reading in the world arousing as it does memories of lands and places seen in the past, or gilding the lily of anticipation by its descriptions of as yet unvisited scenes. Every man to his taste. Those who love adventure can get it from such works as Fleming's *Brazilian Adventure* (Scribners), or Negley Farson's *The Way of a Transgressor* (Harcourt, Brace), or Vincent Sheean's *Personal History* (Doubleday, Doran). Those who want more gentle experience can turn to such a record as the just published *A Long Retrospect* (Oxford University Press), by F. Anstey, or one of the many other reminiscences of Victorian days.

Finally, L. S. R. will have no trouble in selecting from recent biographical studies any number that will appeal to her club—such books as Edith Sitwell's just published life of Queen Victoria (Houghton Mifflin), as Stefan Zwieg's *Marie Antoinette* (Viking), Elswyth Thane's *The Young Disraeli* (Harcourt, Brace), which is nearer biography than the fiction it obstensibly is, or, to turn to a different sort of memoir, Edith Wharton's *A Backward Glance* (Appleton-Century), Margaret Winthrop Chanler's *Roman Spring* (Little, Brown), or Anne Morrow Lindbergh's *North to the Orient* (Harcourt, Brace).

But, as I said before, what's the use? Anything is recreational reading. I can imagine a worse fate than to be left with the Countess Morphy's *Recipes of All Nations* (Wise), or Fowler's *Handbook of English Usage* (Oxford University Press). In fact I can't think of any happier volume to which one could turn for recreational reading than the last-named work of scholarship.

"We need to be reminded every day how many are the books of inimitable glory which, with all our eagerness after reading, we have never taken in our hands. It will astonish most of us to find how much of our very industry is given to the books which leave no mark, how often we rake in the litter of the printing press whilst a crown of gold and rubies is offered us in vain."—*Frederic Harrison* in *Choice of Books.*

"When one considers how reading seeps in through all the cracks and crannies of our days, what power there is in books to determine our views of life, and how cheaply these possibilities lie at every man's hand, it is plain that the quality of a man's reading is one of his foremost responsibilities."—*Harry Emerson Fosdick* in *Twelve Tests of Character.*

"Many forces strain at the family tie; there are not so many things as there were in simpler times that parents and children can do together. But families that read together have formed one tie that lasts as long as letters can carry the familiar family words—'I've just been reading.' It is worth while for an American home to form such a habit while the children are young."—*May Lamberton Becker.*

"Many books deserve careful preservation because of the priceless heritage they represent. But books need more than preservation; they need use."—*Antioch Notes.*

WORLD AT PLAY

When Gardens Go Traveling

A SIX-TON trellised-covered trailer, with tiers of flowers, interesting plants and garden implements, all identified by their proper names and uses, and other reminders of country life, last summer traveled from playground to playground in New York City under the auspices of the Park Department. The traveling gardens are a sequel to the Park Department's traveling farmyard which toured the park playgrounds during the spring. The exhibits remained at each playground from one to two days, and then moved on to the next. The trailer has a platform and steps on each side, and in it are more than one hundred different plants, including marigolds, blackeyed susans, fuchsias, forget-me-nots, petunias, roses, cotton, peanut plants and tobacco. In a special glass enclosure there is a poison-ivy plant, with the warning, "Know it when you see it—notice the three leaves." The display of garden tools with their identification occupies the rear end of the trailer. On the front end is a folding table containing an exhibit of frogs, toads, turtles, harmless garter snakes and insects, all identified. When the trailer is moved and the table folded the space beneath the tiers of plants is used to house part of the exhibit at night.

Behind the Scenes

ON July 17th, in Rockefeller Center, New York City, a WPA exhibit was opened known as "Backstage in Child Welfare." The exhibition was planned to give laymen a glimpse of what is being done for New York's children. Photographs and posters showed how children are shown modeling, painting and handicraft. Marionette-making, a secret guarded by professional puppeteers for centuries, was revealed in models showing each stage of construction from the moulding of the head to costuming. Among the completed marionettes fashioned by the children were a Congo tribe, the White Queen, Daniel Boone, Laurel and Hardy, a dragon and a giraffe. Each day groups of children from the settlements and recreation centers demonstrated the making of puppets. Puppet shows were given daily during the week of the exhibition. On the afternoon of July 17th a performance of "How the Little Pigs' House Caught Fire" was given. Textiles designed and decorated by children of the Educational Alliance Settlement House and landscapes and portraits painted by children under the WPA Federal Arts Project were also exhibited.

Summer Bands in Pasadena

MASSED bands were a feature of the program conducted last summer by the Pasadena Department of Recreation in cooperation with the Director of Music of the City Schools. The purpose of the bands, which were open to boys and girls, men and women, was to give instruction in music and to present programs during the summer vacation. Weekly concerts were presented each Thursday at Memorial Park. The program included ensembles, musical novelties, drum sections, wood wind quartettes, brass instrument quartettes, trombone quartettes and solos.

A Dance Council in California

NORTHERN California boasts of a Dance Council which has grown in two years from an idea to an organization of more than 100 members, representative of approximately twenty groups in the Bay Region. It has four major achievements to its credit: a lecture-demonstration series, a festival, a concert series and a workshop project. The headquarters of the Council are 2361 Play Street, San Francisco.

Blocks For the Sand Box

SCRAP materials from the workshop of the Public Recreation Commission of Cincinnati are being used to make blocks and simple toys and articles of various sizes and designs, such as paddles and flat blocks with handles resembling carpenter planes. "It has been our experience," writes Mr. Robert E. Coady, Supervisor of Playgrounds, "that the children of our many playgrounds greatly enjoy playing in the sand boxes with these blocks."

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Recreation in France — As reported in the *London Times,* states *School and Society* for July 4th, the new French Government proposes to bring in a bill to raise the school-leaving age from 13 to 14 years. Three women under-secretaries will serve in the Ministry. There is also an under-secretaryship for sports and leisure, which will occupy itself with many questions affecting schools. M. Leo Lagrange, who has been appointed to the post, has been a football player and among his intentions appears to be that of creating new sports grounds, especially in the smaller towns.

Lake Acreage in Palisades Interstate Park— Since the establishment in 1910 of the Harriman and Bear Mountain sections of the Palisades Interstate Park, there has been a notable increase in the number of lakes and ponds. Including the project now under way and in various stages of completion, the lakes and ponds in the part of the Highlands of the Hudson and the Northern Ramapo Mountains embraced by the park have increased from 13 to 36, and the total acreage of water surfaces more than six times. Since 1932 as a project at first of the New York State terra, later of the Federal Civil Works and Works Progress Administrations, there have been built or are in process of completion twelve newly flooded lakes and lake sites. Water surfaces now cover 5% of the total extent of the Bear Mountain and Harriman sections of 42,500 acres.

An Amateur Barber Shop Quartet Contest— The sponsoring of an amateur barber shop quartet contest was one of the activities last summer of the Westchester County Recreation Commission. Elimination contests were held in various parts of the county under the following rules: The contest was open to basses, baritones and first and second male tenors who were not professional singers. There were no age limits. Contestants were required to sing two songs, the first from a designated list, the second, any song written before 1905 and selected by the quartets themselves. Contestants were permitted to appear in costume if they desired, but all members of the quartet must be dressed alike. Another requirement was that the song must be completed within six minutes. Judging was on the following basis: Tone, Rhythm, Musical Technique, and Harmony, 60 points; Interpretation, Expression and Phrasing, 30 points; Appearance, costumes being considered, 10 points. The finals of the contest were held on the The Mall in Central Park, New York City, in September.

An Exhibit at Shreveport — Nature study and handcraft instructors on the playground of Shreveport, Louisiana, worked throughout the season toward a display at the closing of the summer program. The exhibit was held at the City Auditorium for three or four days, and was open from seven until ten-thirty each day. Every night from eight to nine there was a special program provided by three or four of the parks. These programs consisted of dancing, singing, quartets and gymnastics. The florist cooperated by sending flowers and stage decorations, while the taxidermists supplied stuffed birds and animals to illustrate the nature work. On the opening night the Mayor made an address. This was followed by the children's program.

The Leisure Time of High School Students —The June 27th issue of *School and Society* tells of a study made of the leisure-time attitudes and activities of students in eleven Illinois and eleven Georgia high schools, ranging in size from 90 to 650 students and distributed widely over the two states. Certain general conclusions seem justified from the study. Georgia students spend more time in attending athletic events, movies, dances and religious services than do Illinois students, and less in reading. "The important differences regarding radio programs" states the report, "are between sexes rather than between states. On the whole, the type of program which ranks high in interest, except music and perhaps drama among girls and world news among boys, relate to the more transient and superficial aspects of civilization. Radio interests are apparently determined mainly by non-school influences. Whether curriculum content or radio use in school could constructively modify student interest in programs is an item worth further consideration."

Kiwanians Give Pool to City—The Kiwanians of Pontiac, Michigan, have presented to the city a wading pool. The pool is of concrete with a basin slanting from a depth of four inches at one end to eight inches at the other. It is 30 by 60 feet in size with a single spray head located at the center. This is the first of a number of pools which the Kiwanians plan to provide.

Among Our Folks

CLYDE DOYLE, Chairman of the Recreation Commission of Long Beach, California, has received an award for outstanding civic service. For many years Mr. Doyle, a public-spirited citizen, has been the lay head of the recreation program in Long Beach and has given distinguished service.

At the final banquet of the Boys' Exposition held in New York in June, a medal was presented to Lee F. Hanmer of the Russell Sage Foundation for "outstanding service to boyhood." Dr. C. Ward Crampton made the presentation.

Sophie Fishback, formerly Superintendent of Recreation at Lakewood, Ohio, has become director of the Girls' League of Pittsfield, Massachusetts.

Mark Cowen, who for a number of years has been Director of Playgrounds in Roanoke, Virginia, has been made Director of Parks and Recreation.

Harry F. Glore of the Public Recreation Commission of Cincinnati, Ohio, has been made Recreation Supervisor of Music for the Commission, beginning July 1st.

"The Spirit of Recreation"—Approximately 20,000 people witnessed the pageant, "The Spirit of Recreation," presented by the Bureau of Recreation of Pittsburgh, Pennsylvania, as the final event of the summer playground season. The pageant was written by Haydn Bodycombe to depict the activities of the Bureau of Recreation.

"Little Simon's Great Adventure"—The joy that the lonely hero of Detroit's playground pageant found when playmates came to play games with him was reflected in the faces of the 3,500 children from 100 of the city's playgrounds who for nearly two hours delighted an audience of 10,000 parents and friends at Detroit's Belle Isle Park on August 27th. For the nineteenth successive year the Playground Department closed its summer season with a city-wide pageant full of music, color and action. "Little Simon's Great Adventure" told of the boy living alone with an aged grandfather and gardener and grown weary of the companionship of only flowers and insects. His fairy friends and the four winds took him to the seashore where Neptune brought billowing waves in scarf dances and pearly shells to amuse him, though without success. Then the playmates

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Leisure, August 1936

Making Wooden Gift Boxes, by Walter P. Thurber
The World at Leisure, Italy, by Dr. Louis L. Snyder
Outdoor Opera in St. Louis Brings Culture to Leisure Hours, by Harry F. Wild
The New Leisure, by Eduard C. Lindeman

Hygeia, September 1936

The Play Way to Health and Long Life, by Calvin T. Ryan

The Kiwanis Magazine, September 1936

Bird Study as a Hobby, by Detlof B. Nelson

Young Executive, September 1936

The Hobby That Suits You Best, by Carl J. Nickel

Leisure, September 1936

Walking—A Healthful Pastime, by C. E. Rauch
An Entertainment Survey, by Clifford Parcher
Training Enrollees in the Proper Use of Leisure, by Howard W. Oxley
The World at Leisure—Czecho-Slovakia, by Dr. Louis L. Snyder
Community Organization for Leisure, by Howard L. White
The Professional in Liesure Time Education and Recreation, by Harold D. Meyer

Parks and Recreation, September 1936

Slides A La Carte!
A Remarkable Meeting—Second International Congress at Hamburg, by L. H. Weir
A Year with the Recreation Division—Chicago Park District

The Journal of Health and Physical Education, September 1936

Play as a Means of Social Adjustment, by Neva L. Boyd
Alabama Annual State-Wide Play Day, by Elsa Schneider.
The Corrective Value of Swimming, by Hope Tisdale

PAMPHLETS

Proceedings of the Fifty-eighth Annual Conference of American Library Association

Bulletin of the American Library Association, August 1936

Here Are Forests—Their Relation to Human Progress in the Age of Power, by Martha Bensley Bruére.

Forest Service, U. S. Department of Agriculture. Price $.10

The Twenty-fifth Annual Meeting of the National Council of the Boy Scouts of America

Summer Playgrounds—A Guide Book for the Municipal Playgrounds of Albany, N. Y.

A Handbook for Recreation Leaders

Recreation Department, Oakland, California

The National Playing Fields Association of England—Annual Report 1935-36

Oakland, California—Report of the Board of Playground Directors 1935-36

16th Annual Report of the Superintendent of Public Recreation, Reading, Pennsylvania, 1935

Westchester Workshop 1936-1937

Westchester County Center, White Plains, N. Y.

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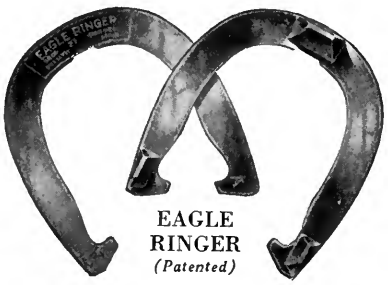

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came, and the singing games of the playground were so successful that even the grandfather and the gardener took part in the final scene!

An interesting feature of the Detroit pageants is that all of the children participating enter in a processional at the start and sit on the grounds in front of the audience during the entire action. This year they all sang at four points in the pageant, and each group was in a position to enjoy and applaud the dances and activities in which all the others took part.

A Playground to Be King's Memorial—Queen Mary of England, it is reported, favors a spacious children's playground in the heart of London as a memorial for the late King George who was always troubled at seeing children forced to play in the streets because of lack of recreation facilities in public parks.

A Study of Leisure Time Activities of High School Girls—Junior and Senior High School girls of Reading, Pennsylvania, reported on their leisure time activities in an interesting study made by Edna M. McDowell, teacher of physical education in the Senior High School. As a result of information secured through the questionnaire distributed to 720 Junior High School and 720 Senior High School girls, "High Ten" tables have been arranged according to ranking in frequency of checks under five items in the questionnaire as follows: "Once in a While" Participation; "Frequent" Participation; "More Than Previous Years"; "Less Than Previous Years"; "Would Enjoy Doing (or Doing More)." Seventy-five activities were included in the questionnaire under the headings "Activities In Or Around the Home" and "Activities Outside the Home."

Monroe County's Play Festival—The Recreation Council of Monroe County, New York, last spring held a folk festival attended by 300 people. It was the first effort of the Council to revive the spirit of the old festival, and the group singing and dancing introduced met with splendid success. At the end of the program a caller urged everyone to take part in the square dances, which proved unusually popular.

Conservation of Wild Flowers—The conservation of wild flowers has become one of the most interesting activities of the Civilian Conservation Corps in a number of states. Under the direction of the National Park Service, care is being taken to conserve the wild flowers which in so many parts of the country form one of the major attractions for visitors to state parks. Protective measures used include the prevention of grazing, the removal of fire hazards and the proper construction of trails. Further protection is provided by strict rules for campers and picnickers. Educational campaigns are being conducted in a number of states. In Texas, for example, a four-day wild flower festival has been held.

Boys and Crime—"Boys and Crime" was the topic discussed at the first luncheon of the Boys' Exposition which opened in New York on June 1st. Among the facts presented by the New York City Crime Prevention Bureau were the following:

"Over 2,000,000 youths under 21 years of age live in New York City.

"Only 500,000 youths are being reached by character-building programs.

"In 1935—23,774 youths under 20 years of age were arrested or an average of 65 per day.

"During 1935—4,483 youths under 16 years of age were arrested or an average of 13 per day.

"Estimated cost of crime in New York City per year is 600 million dollars or $120.00 per year per person.

"No more than $4,000,000 is spent by all private and public agencies related to crime prevention."

A Fourth of July Pageant in Ann Arbor — More than 4,000 spectators witnessed the Fourth of July pageant presented by the playground children of Ann Arbor, Michigan, assisted by adult organizations. The drum and bugle corps of the American Legion presented a drill and played during the evening, and groups of plantation melodies and patriotic songs were sung by a Negro double quartet. An orchestra of forty adults also participated in the program. Pantomime and speaking parts were used to depict historical events occurring since the signing of the Declaration of Independence. The pageant showed not only the significance of the Declaration, but also the integration of foreign groups into the life of this country, introducing dances of groups representing foreign lands.

Vacant Lot Playgrounds in Chicago — One thousand city lots have been set aside in Chicago this summer for vacation playgrounds. These supplement the 220 recreational centers conducted by the Park District, and cover the city in a comprehensive net work touching seventy-five neighborhood communities.

Recreation and Juvenile Delinquency — A study of recreational facilities in Dutchess County, New York, embracing a population of 100,000, is being completed at Vassar College, according to the Delinquency News Letter issued by the Michigan Juvenile Delinquency Information Service. Rural districts, villages and cities are included, and already one general conclusion is apparent, namely, that in all districts facilities are least where they are most needed. In Poughkeepsie, bordering on the Hudson River docks, where there are no recreation facilities, there is a delinquency rate of 2.7%. In the most favored district delinquency

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is not a problem, and here are found the boys and girls making up the memberships of such organizations as the Boy Scouts, the Girl Scouts, the Y.M.C.A. and Y.W.C.A. In Pine Plains, where there is a community recreation committee, there is no delinquency. In Hopewell Junction, where efforts to organize youth activities have failed, the delinquency rate is high.

Picnics for Detroit's Children — Through a plan initiated in the summer of 1935 by the Associated Kiwanis Clubs of Detroit, the city's children enjoyed picnics at Bell Isle. This summer the nine Kiwanis Clubs cooperating in the venture doubled the number of boys and girls attending the picnics. They also extended the picnic period from six to eight weeks. The two buses rented by the Kiwanians transported different groups of young adventurers to the island four days each week. Sandwiches, milk and fresh fruit were supplied each noon by the clubs, and a recreation program was conducted each day under the leadership of the Department of Recreation.

The Jubilee Trust Aids Recreation — The first annual report of King George's Jubilee Trust shows that on March 31st receipts from donations and various sources amounted to £1,031,023. The Trust was established by King Edward VIII while Prince of Wales, and is intended to help youth emerging from school. Clubs and brigades are formed under it and a program of outdoor recreation is aided by the establishment of camp sites, play fields, and facilities for hiking. Donations to the fund have come from all parts of the British Empire and the world.

A New County Park for Wisconsin—On September 5th, Brown County, Wisconsin, dedicated the T. A. Pamperin Park of 115 acres about five miles west of Green Bay. The park was made possible through the generosity of the man whose name it bears and whose boyhood home was only a few hundred feet away from the park. Mr. Pamperin has also donated hundreds of trees and supplied the funds for the erection of a pump house and watering system and other items. He has also given his services over a period of months directing the improvement work which has been carried on at the park by WPA laborers.

Nature Activities in Wisconsin — A rather extensive and rapid development of nature activities may be looked for in Wisconsin as the result of the enactment of a State law recently, which requires the public schools of the state to teach conservation. A State Conservation Commission has been created to direct the program.

Activities in Salt Lake City—The Salt Lake City, Utah, Recreation Department reports special centers for Japanese, Greek and Mexican children. In addition, there are special sketch clubs, handcraft classes, music, dramatic and kindergarten activities. The department is receiving splendid cooperation from the Federal Art and Music Projects and the National Youth Administration, and young men and young women assigned to the leadership projects were used very successfully in every type of activity. They served as officials in games and tournaments, supervised tennis courts, acted as playground assistants, repaired and maintained playground areas and equipment, designed and made costumes, prepared new softball fields, mimeographed bulletins, made special inventories, and participated in many other activities.

For Hallowe'en

"Fun Night without Rowdyism and Destruction" is the subtitle of *The Hallowe'en Handbook,* a mimeographed booklet which has been issued by the Minneapolis Hallowe'en Committee. Prepared as a project of the NYA, there are 66 pages of games, stunts, suggestions for parties large and small, and for decorations and refreshments. And there are ghost stories and other material which will provide Hallowe'en programs for years to come. A comprehensive bibliography is included. Copies of the booklet may be secured for twenty-five cents from the Minneapolis Hallowe'en Committee, Boys' Vocational High School, Minneapolis.

"The Land of Make Believe" — Oklahoma City's annual playground pageant this year was presented under the auspices of the park and school recreation divisions. The theme was "The Land of Make Believe," which provided the medium for interpreting various forms of recreation. Over 10,000 people jammed the stadium. Forty park policemen, thirty Boy Scouts and forty Camp Fire Girls assisted in handling the crowds and ushered at the grand stands. Almost 4,000 pieces of handcraft were exhibited.

Recreation for Old People—The Henry G. Stevens Library, 40 East Ferry Avenue, Detroit, Michigan, has issued a selected list of literature on recreation for the aged. Here is a service which other libraries may wish to emulate.

Revolutions—for What?

(Continued from page 333)

There Can Be a Better Order

There is a better order, a better unity, a better direction. It is implicit in the ideas which governed the foundation of this country, and from which we have lamentably departed. For this country was founded by philosophers, by men who sought valid and universal principles. They believed in the possibility of founding a community of free men. That freedom was to rest in a minimum of universal security. Jefferson, in an agricultural age, saw a nation of small landowners, of neighbors. Whitman, years later, envisaged "A city invincible to the attacks of the whole of the earth. The new city of friends." The methods of Jefferson are no longer applicable in a world of ma-

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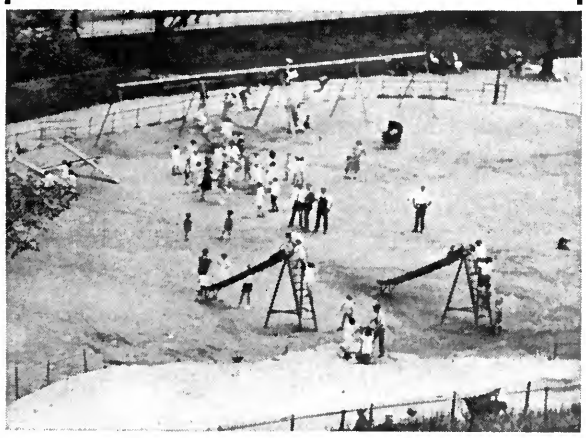

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chines. The dream is as valid as 150 years ago. That idea of community is not the idea of communism. Jefferson never saw society as an ant hill with every ant equal to every other ant. But he realized that democracy will never function in the long run, except on the basis of a universal minimum of security and a maximum of agreement.

There is a better conception of society than that of the ant hill or that of the regiment. It is the picture of society as an orchestra. It has leadership, it has unity, it has a purpose, but it also has piccolo players and a first violinist. It is a collective, whose power and beauty depend upon manifold activities; upon the highest possible development of very unequal individuals. And each individual is not demeaned by his participation in the collective, but vastly augmented and expanded by it. He is not regimented. He is cooperative. For he knows that the music of the world is not written for French horns, or for whole orchestras of French horns; it is not even written for solo violins. It is written for many instruments, for many voices.

If one conceives of society in this way, the phrases private enterprise vs. public enterprise; working classes vs. management and which is now the symbol of corporate ownership; government vs. business, cease to have much meaning. The questions cease to be moral; they become technical. We shall ask ourselves not who has the *right* to do this, but who does it best? We shall take realistic criteria as our measuring rods. We shall more and more impress science into the management of our society. Science illumined has purpose.

And as for devils—we shall find them and fight them, in our hearts.

Do you think that all this is a dream? I do not think it is a dream. I believe that for such a society there is already a yearning, and already a will. I believe that in our universities men of knowledge and good will are seeking techniques and principles which may produce better programs than any we yet have. I know that all over the country industrialists are working alone and in groups at a revaluation of the principles upon which they have been operating. I know that in the ranks of labor are men who do not see the world as an irreconcilable struggle between hostile classes.

And for such a society, you who sit here have been preparing the way. Earlier than anyone else, you sensed that out of this no man, no child, must be allowed to fall. What are you keeping them for? For unemployment lines? For armies? Why your infinite patience with the weak, the unlucky, the incompetent, the unfortunate? Is it only pity that moves you? Only some vague bad conscience?

Or do you sense that you are holding the fort for tomorrow?

Tomorrow's Citizens

(Continued from page 336)

of daily living, bulwarked with the surroundings and occupations of youth. None of it is easy.

And hardest of all is to keep your faith in people and your love of people, all people. Yet that is the heart of our democracy as of our religion, and without that vision the people perish. We must not fail. The Community Chest will not fail.

The Federal Children's Theater in New York

(Continued from page 345)

A group of educators, headed by Dr. Lois Hayden Meek, director of the Child Development In-

stitute of Teachers College, are cooperating with the Children's Theater in the work they are doing, and are also helping them to study youthful responses to the performances — for *Emperor's New Clothes* and also for the second production, Dorothy Halpern's *The Horse Play*. The latter is aimed primarily at the youngest age group and will feature vaudeville and original music by A. Lehman Engle. It is expected to open shortly on the portable theaters in the parks, and then will be placed in the regular Children's Theater.

At present a large plan for juvenile stages is in the process of organization. A circuit of theatres for children is to be set up in all the boroughs—in theaters, wherever they are available, and in school auditoriums and settlement houses. Each play, after completing its run in a centrally located theater, will be sent out to these outlying districts. This will establish the first children's neighborhood theaters in this city.

Dearborn Dedicates Ford Field

(Continued from page 346)

A concert by the Dearborn Civic Orchestra was a feature of the program.

As the park is developed additional recreational facilities will be constructed such as tennis courts and other game courts, wading and swimming pools, and a community building. In making the gift it was stipulated by Mr. Ford that no admission fee should ever be charged for any event conducted in the park.

Securing the Use of Schools as Community Centers

(Continued from page 348)

for recreation purposes. During the fall of 1936 there will be a request on the part of several parents' associations for getting the full use of a school building in their locality for a community center.

Thus, through the creation of public sentiment for recreation and the cooperation of existing agencies within the community, the wider use of school buildings may become a reality.

Story Hours—and Story Hours!

(Continued from page 350)

A quiet, comfortable spot, if the hour is to be held out-of-doors, or as attractive a room as possible where the children can sit around on the ground or the floor in a semicircle, a low bench or chair for the story-teller so that she may be seen by all and yet be very near them — these little things mean much to the story-teller. Of course if there is a "Magic Corner" such as we described in the July issue of RECREATION, that is the perfect setting for the special story hour which should be held at least once a week, if possible. If this story hour has been planned to take place immediately following some physical activity, or a meal, or at an hour when it is too hot or rainy for exercise, it is a natural time for stories and better for the children, as well as for the story-teller.

In all my experience I have found the story hours most successful when the children are near the same age. Therefore, wherever this is practical I would suggest at least two divisions—five-to-eight-year olds, and nine-to-twelve-year olds. In this way almost all problems of discipline are quite naturally avoided. May I add, however, that when there are problems of discipline they should be handled by the director in charge and not left for the story-teller?

Encourage the children to play the stories, if not at once, as soon after hearing them as possible while the characters and movements are fresh in their minds. There are few satisfactions greater to a story-teller than to see her listeners act out the stories.

The story hour may mean much or little to the group. The director's attitude toward this or any other activity predetermines the reception it gets from the children. If you believe in story-telling —formal or informal—use it. If once you use it, I think you'll never want to lose it!

Mobilization for Human Needs 1936

"If the Community Chest Movement has any justification of an ultimate sort, it is the justification which is found in King David's question when he asked: 'Is it well with the child?' "

Newton D. Baker

Texas Celebrates Its Hundredth Birthday

(Continued from page 353)

Snug Harbor, Staten Island, New York, an old before-the-mast sailor, used the sea chanteys as the work song of the sea, but the chantey has ceased to fill its original purpose as a work-song. With the coming of electricity, the need for them passed out. But the group from the Jib-Boom Club, New London, Connecticut, organized a number of years ago to keep alive the old sea chantey, was represented by Leo B. Reagan of New London, who came down with Captain Maitland to join the group of men from the Galveston Wharf Company to sing the old chanteys. While the younger group of men have never known these chanteys as work-songs, the songs in themselves have such distinct color and picture the old sailing days with such a tang of the sea that this group of younger men, interested in modern marine life, have dedicated themselves to carrying on the traditions of the old sailing days.

Oscar J. Fox, noted Texas composer from San Antonio, demonstrated what can be done with the original folk song, through simple arrangements, in the presentations of his own arrangements of *The Chisholm Trail, Home On the Range,* and *Old Paint,* sung by Nick Cramer of San Antonio and Miss Daisy Polk of Dallas and accompanied by Mr. Fox. One hundred Old Trail Drivers from San Antonio joined in with this group in singing the old songs used in their trail driving days. They did the old dances done by them each year at their reunions since the days when Texas was very young.

Artists or people interested in any kind of creative endeavor must have seen the possibilities of utilizing much of the material found on this program, because the folk arts are basic arts. Before we ever have a genuine culture in America or a truly creative nation, the interest in creative endeavor must not only touch the lives of the people of higher educational and artistic levels, but it must be so democratic that it will include people of every class.

Building a Bomber

(Continued from page 354)

door, one eye resting on the insulated portion, the other on the wood. After the assembly has advanced to this point, the door is placed in position and hinged at the juncture of the forward compartment wall by means of a supporting strip of wood, a piece of gauze and a little glue. The next step is the covering of the exposed edges of the aperture at the rear of the compartment with aluminum tissue and the attaching of an eye on the far side of the opening, in line with the one on the door. The final operation consists of fastening a piece of narrow rubber band to the proper eye on the door and securing it to a forward part of the plane at an angle that will cause the door to clear the compartment opening the instant it is released. The opening of the door is controlled by the action of a fuse which is ignited shortly before the plane is released for a flight.

The Flight

In preparing the plane for a flight proceed as follows: Place the load in the compartment. Close the door and hold it in that position. Next attach a piece of chemically treated thread to the eye on the door, draw it taut and secure it to the eye on the opposite side of the opening. The door will now remain in a closed position and is ready for the fuse. A piece of fuse approximately one and a half inches long is then knotted to the thread and suspended in the center of the opening. The fuse is made of ordinary wrapping twine which has been immersed in a solution of nitrate of potash and permitted to dry. The thread used is subjected to the same chemical treatment. It is sometimes necessary to vary the length of the fuse; the proper length is easily determined by a test flight.

On different occasions under favorable weather conditions two of these planes have soared out of sight after having been relieved of their loads.

Nature Study as a Hobby

(Continued from page 362)

With a little coaching your child will learn which snakes are dangerous. By being freed from the unreasoning fear of them, he will be in a position to see and enjoy their beauty of color and line and their graceful motions. Tell him that the lizards, except the Gila Monster, are harmless. Lizards are beautiful creatures and do much good.

Teach your child not to handle spiders, but encourage him to watch a spider spinning its web, its habits, its markings and the many other interesting things in its life.

If you are not interested in nature yourself, assume an interest for your boy's sake, as you do in other subjects. Almost surely before you know it you will be as interested as he is.

New Publications in the Leisure Time Field

A Book of Puppetry

Edited by Felix Payant. Design Publishing Company, 20 South Third St., Columbus, Ohio. $2.50.

THE MATERIAL in this book, reprinted from *Design,* presents various aspects of the art of puppetry, past and present, and includes different kinds of puppets, a number of types of settings, and several kinds of figurines not technically included as puppets, but so closely related in design and purpose that they have been used for what they may contribute. The articles which make up the volume have been contributed by more than thirty artists, including Sue Hastings, Tony Sarg, Lee Simonson, Gordon Craig and other well-known artists.

It is the hope that those new to puppetry will find much help in the book, and that puppeteers of experience will through it secure additional material for reference and comparison, and teachers and recreational leaders will be provided with practical material with which to direct their activities.

Bibliography, Resource Material and Background Notes on Folk Song, Music and Dance

Compiled by John O'Brien. Folk Festival Council, 222 Fourth Ave., New York. $.50.

THIS BIBLIOGRAPHY, prepared especially for the course on "Folk Songs of Many Peoples" given under the direction of the Folk Festival Council of New York, represents a valuable list of source material for all interested in folk dancing and folk music. The list is classified in a way which makes it readily usable.

A Manual of Walking

By Elon Jessup. E. P. Dutton & Co., Inc., New York. $1.75.

THE BASIC PRINCIPLES of walking, as analyzed by an expert, are presented here. Every practical question which a hiker might ask on clothing, footwear and general equipment, timing, pacing and distance is answered here. Mr. Jessup suggests how to get the most out of short walks, saunterings, hikes, long-distance treks and mountain climbing.

Many Ways of Living

By Thomas D. Wood, M.D., Thurman B. Rice, M.D., Anette M. Phelan, Ph.D., Marion O. Lerrigo, Ph.D., Nina B. Lamkin, A.M. Thomas Nelson & Sons, New York. $.60.

THIS BOOK, one of the series in "Adventures in Living," represents a report by leaders in health and physical education, and is designed to serve as an authoritative guide in health education. The material is presented in popular style and language which will appeal to the child. Much emphasis is laid on the importance of play. "Let's Play" is the title of the opening chapter, in which a number of play activities are described.

Rhythm Book

By Elizabeth Waterman. A. S. Barnes and Company, New York. $3.60.

THIS BOOK PRESENTS the fundamental relationship between rhythmic movement and rhythmic expression in art forms. It shows the great possibilities which lie in integrating the child's rhythmic experience by teachers of subjects which formerly were considered unrelated, such as music, drawing, physical education and elementary education. Music is included for the various rhythmic patterns.

Putting Standards Into the Summer Camp

H. S. Dimock, Chairman Editorial Committee. Association Press, 347 Madison Ave., New York. $1.00.

IN THIS MONOGRAPH are to be found the reports of the Seventh Annual Camp Institute conducted by the Council of Social Agencies of Chicago and George Williams College. Part I, which includes eight addresses by authorities in the field of camping, has to do for the most part with case studies of five camps of various types. Part II, dealing with community aspects of camp planning, describes experiences on the front line of progress in the attempt to integrate camping experience with the year-long experience of children.

A Study of Public Recreation in Cleveland

By Leyton E. Carter in collaboration with Edward A. Levy. The Cleveland Foundation, 638 Terminal Tower Bldg., Cleveland, O. $.75.

THIS MIMEOGRAPHED report presents a study of municipal recreation facilities in Cleveland, which has resulted in a number of recommendations. Among these are recommendations calling for the provision of at least fifty additional children's playgrounds, 100 additional baseball diamonds, more tennis courts, swimming pools and athletic fields, a wider use of school buildings as community centers and enriched activity programs for the playgrounds. The report also suggests that the Mayor's Advisory Board on playgrounds and recreation, and the local public recreation officials give constructive study to the major matters: A—Planning a capital account program for a period of years. B—Better coordination of public recreation activities conducted by several governmental units and C—More adequate financial support. The report deals largely with conditions prevailing up to the current year. Since that time the present city administration and council have taken several constructive steps.

Handy Green Book.

By Handy Green Book Publishing Co., 214 W. 42nd St., New York. $.50.

This is an invaluable booklet for anyone interested in the theater, who wishes such information as the names of costume designers and manufacturers, dramatic critics, editors, theater supply companies, legitimate producers, directors of summer theaters and other source material.

A Symposium on Health and Recreation by Ten Y.W.C.A. Leaders with a Foreword by Edith M. Gates.

The Womans Press, New York. Price $1.00.

Among the excellent publications of The Womans Press, this booklet will rank high. The authors have drawn upon their experience and on very definite knowledge of the field. The result is not only a practical book but an interesting one. The section on recreation will be of interest not only to workers with girls' groups, but to recreation leaders in general. It deals with outdoor sports—archery, tennis, golf, horseback riding and hiking; badminton and bounce ball; the dance and swimming. And there is a chapter on the always interesting and important subject of co-ed recreation.

Adult Education in Action.

Edited by Mary L. Ely. American Association for Adult Education, 60 East 42nd Street, New York. To members of the Association, $2.25; to others, $2.75.

In this volume over 160 articles from the *Journal of Adult Education* have been condensed by the *Journal's* editor. It is an anthology which, taken as a whole, gives us a picture of adult education. Its digests have been skilfully combined in a unified whole, comprising an account of adult education in action both in theory and practise.

Safety Education in the Public Schools.

Department of Public Instruction, Harrisburg, Pa.

Safety education has been included in Pennsylvania's program of public education because of the "importance of safety in promoting life and happiness," and the Pennsylvania Legislature has written into the school law the teaching of safety education in every public school established and maintained by the Commonwealth. This manual of organization and demonstration outlines methods and techniques, and suggests the organization of safety councils, swimming and life saving clubs and first aid groups, and gives much practical information.

Fifty Cases for Camp Counselors.

By Roland W. Ure. Association Press, 347 Madison Ave., New York City. $.60.

Camp counselors do not carry around with them a box of tools, but if they are properly outfitted, says Charles H. Hendry in his introduction to this practical booklet, "they will carry around with them a set of insights in their heads as neatly arranged as the equipment in the medical cabinet or the shining assortment of kettles, pans, and devices in the kitchen." Six sets of tools are indicated in this booklet. The first relates to the conditions under which a camper learns. The second is designed to help the leader recognize the kinds of desires campers possess. The third has to do with the understanding of what happens when one or more of these basic desires is blocked. The fourth is useful in helping the counselor make certain that every camper has an opportunity to secure satisfaction, and the fifth has special value in helping counselors prime desires that seem to be dried up. The last set of tools is represented by the types of learning which go on in every activity—experience.

Industrial America—Its Way of Work and Thought.

Arthur Pound. Little Brown and Co., Boston. $2.50.

Mr. Pound, author of *The Iron Man in Industry*, presents in this volume twelve studies of as many large American industries, each a leader in its field. The purpose is to help create confidence in the basic industries of the country. In working for this objective it was decided to take outstanding leaders in what may be broadly termed the fabricating field of industry, and with the assistance of their staffs to present a more authoritative view of their operations and policies than would have been possible without their assistance. As a result we have an amazing picture of the vast extent and intricacy of American industries. Mr. Pound tells something of what is being done to provide recreation for employees in these industries.

Adult Education in Hamilton County, Ohio—1934-1935.

By Miriam Walker. Adult Education Council, 629 Vine Street, Cincinnati, Ohio. $.25.

This study was made to determine the distribution and extent of adult education in the county, the number of persons enrolled in classes and club activities, the types of classes offered and similar facts. As a result of the study, definite recommendations were made regarding the broadening of the program. The report will be of interest to all associated with adult education programs.

Good English Through Practice.

By Edward H. Webster, with the cooperation of John E. Warriner. World Book Company, Yonkers-on-Hudson, New York.

This series of three books is designed to develop ability in speaking and writing correct and effective English. Through instructional exercises, oral drills and tests the individual is led to acquire good language habits. The method used provides fully for self-direction, self-help and individualized progress. Each book may be secured for 72 cents.

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Through Government

IT WAS A GOVERNMENT surgeon, Walter Reed, who demonstrated that the yellow fever parasite was carried only by mosquitoes and paved the way for the control of that disease. It was a government employee, James Espy, who inaugurated weather forecasting. It was a government employee, William H. Park, who discovered diphtheria antitoxin. It was a government expert, Stephen M. Babcock, who worked out the test for butter fat content of milk and refused to patent it—providing a means of revolutionizing the dairy industry. The chlorination of water was developed in a city water department. The building of the Panama Canal is a monument to the enterprise, inventiveness, ingenuity of George W. Goethals and W. C. Gorgas—government employees.*

What hath not been wrought through government education leaders—in the kindergarten, in the common school, in the state-supported university?

Working through tax funds George E. Johnson and his associates in Pittsburgh, Pennsylvania, made a notable pioneer recreation demonstration as to the possibilities of leadership, likewise George E. Dickie and his associates in Oakland, California. Dorothy Enderis has shown how tax funds can maintain effective school recreation centers over a period of many years in Milwaukee. V. K. Brown has had a rare amount of careful experimentation in his municipal recreation program in Chicago. And so have many in other cities.

In localities citizens have carried on and can carry on effective recreation programs through their city governments, can initiate, can experiment. An organized public opinion can see to it that lazy, incompetent, ineffective public officials in any department of government are eliminated.

Homer Folks has said, "When all the indications point to the State as the unit best fitted to serve some purpose, we need not, and must not, be restrained by an unfounded fear that it can be only halfway efficient. Whatever the State should do, it can do well."

HOWARD BRAUCHER.

* Facts from Public Management for July, 1936

November

Courtesy Massachusetts Works Progress Administration

How's Your Family Foursome?

By MADELON WILLMAN JACKSON

FIVE O'CLOCK on Sunday mornings is altogether too early for many golfers to be out playing on the municipal links in our little city. There are, however, some few men and women who play every Sunday, weather permitting, and they are instantly aware of any newcomers who may appear. One warm morning last summer, a car from a far distant state was parked at the club house and a new foursome was already on the links when the regular players arrived for their early Sunday game. Every one was curious about the man and woman, the boy and girl, playing so happily together. It took Marjorie Reynolds to find out about them.

A play room used by one family foursome

"We are from Minnesota," explained the mother of the family to her. "We are on our way to Washington. This is daddy's first vacation in seven years and we are sharing it with him."

"And do you find time for golf along the way?"

"Oh yes, we have a game every morning. The children are greatly interested in playing in the different cities along the way. They write descriptions of the various courses and they are keeping our scores. The losers have to pay for the first dinner in Washington out of their own pocket money."

"Do you play often together at home, too?" queried Marjorie, intensely interested in the little family.

"Ever since Jimmie, our son, was eleven we have played at five o'clock on Sundays. Of course, at home, the weather often keeps us in, so five years haven't done much to improve our game. Skill in performance is hardly our aim, however. It's the fun of being together that counts."

With a wave of her hand and a smile she was off for dinner in Cleveland, leaving our local mother thinking about her own two youngsters asleep at home while she was golfing with her husband. "And I thought mine was the better way," she mused.

Marjorie carried the story of the visiting family foursome to many other mothers. She spread the gospel of family companionship to local study groups and mothers' clubs.

"We are going to undertake a new project this year," she announced to our study group of the Parent-Teacher Association of which she is the chairman. "For years we have worked together in community and school projects of every sort. We have sponsored art exhibits, little theatre groups, music classes, and better moving pictures. In short, we have done all we could for community happiness. Now we are going to go to

work in our own families in individual projects in happiness for a change. Let's see what that does for our community!"

Thus she sent us all into our own homes for adventures there in happiness and companionship.

Playing Together Is Fun!

Once you begin to experiment with play it is surprising what fun you really can have with your own family. You realize how easy it is to like to play games together. You even begin to like to play them the same way. Suddenly you find that a feeling of warm affection and a new appreciation for each other grows out of these adventures together. The joyful part about it is that Dad, for once, can do something besides sign checks or pay membership dues to the study group!

Families differ from one another considerably in many respects. Because of this no actual rules for exploring in fun can be laid down for all parents to follow. On one side of us, for instance, we have neighbors with two girls in their "foursome." In breeches and tough boots, they tramp and climb the hills back of us in all kinds of weather. They look with contempt at our placid group around the piano. But then, we don't care to go "to the hills," either!

Another neighbor group has five in its "foursome." Every summer afternoon at five o'clock, Mother, Dad, boys and baby go swimming together. This father can never be away from his work in summer so this is the way they have solved their problem in family vacations and comradeship.

Every member in the family group should be considered. Try out various suggestions offered, exploring for new sports and pleasures together. The children should help, but not always lead the way. The parents need to guard against an attitude of watching the children play. They need to romp, to laugh, and to play *with* their children. The parents may, however, contribute to the games with intelligent planning, and see that rules of good sportsmanship and unselfish sharing are the basis of all the play.

Outdoor sports for winter or summer are almost limitless. Coasting, skiing or skating, fishing and camping are all popular. Strange as it may seem, it is the mother who fails to share enthusiastically in these sports more often than the father in the family.

"Oh, let's not take Mother along on the hike! She can't keep up and she's no good on the climbing!" That is exactly what my nine-year-old daughter said to her father and brother about me! I *used* to hike in college and climb in camp, but — well, I will have to get busy now to prove it to my children. What's more, I am going to show these youngsters I can still play tennis, too!

For the long hours indoors in winter or during spells of bad weather, Mother can act as stage manager and suggest new ways for sharing leisure time. The regular evening bill-of-fare of listening to the radio, reading, studying and conversing, will be greatly enhanced if a "special" evening is arranged during the week wherein all the family share in a definite program of fun.

There Are Games Galore

A long procession of games is on display in the shops to tempt one. Care must be taken to select those which make a direct appeal to your own family. For the tennis fans there are various forms of indoor tennis; for the golfers, several fascinating new golf games. There are baseball games, money games, racing games and marble games. There are even a host of interesting games which can actually be made at home by Daddy or the boys. Perhaps you still enjoy some of the old games such as Parchesi, Lotto and Anagrams.

Then, there are the card games! It is surprising how easily even the very young children may participate in card games if some one takes the time to teach them. Casino and Flinch are good games for beginners. To play cards with the little child demands of the parents, patience and perseverance. Moreover, one cannot expect to find the true spirit of happy recreation if you yourself are bored and uninterested. From the very earliest attempts the child should feel he is giving you pleasure at the same time that you are giving it to him.

Various forms of Bridge and Whist are always favorites, but there are some lesser known card games which are equally delightful. Frequently they prove even more fascinating than the others to your own group. "Sixty-six," Pinochle and Cribbage are always stimulating and can be played by two, three and four players. The popular Five-Hundred Rummy can be played, too, by varying numbers of persons. Don't be too sedate to join occasionally in the simpler fun-provoking games. Even if "Hearts," "Animals," and "I Doubt It" seem juvenile, they are good for one now and then.

At an afternoon tea not long ago, two mothers, in talking to me at different times, incidentally revealed their conflicting opinions in regard to playing Bridge with their children.

"Yes, we are all well," said Mrs. Landon to me, "but we are troubled over Janet again. You cannot imagine what she wants to do now. She wants to play Bridge! She is only thirteen, yet all the girls her age are learning. How can she play so young?"

Well, why not?

Later, my friend Fern said to me, "We will come Friday evening, but not until quite late. You see the girls are playing Bridge these days, so every evening, for an hour, Tom and I have a foursome with them. This Friday, the girls have invited us to their room for a picnic Bridge party at six. We cannot disappoint them. Better not look for us before nine o'clock."

Fern's twin daughters are only twelve years old.

One little black-eyed sprite in our neighborhood loves to dance. At ten she is quite graceful and accomplished, although she has never taken dancing lessons. "My boy friend taught me to dance," she explains. Her "boy friend" is her own gray-haired Daddy.

In their home, the radio plays for Mother and Father, son and daughter to dance. It also plays for many parties of young people to dance, in the spirit of good fun. We can all gain much from rolling up the rugs and joining in the dance. Tune in on a barn dance or some older forms of dance music some evening and see how quickly Dad will assume the responsibility of "calling off" the steps.

Parents no longer doubt the wisdom of card playing and dancing at home. They have learned that the children who have enjoyed the privilege of playing cards and dancing freely in their own homes are not generally those who misuse their freedom later in life.

Hobbies—in Endless Variety

Hobbies are helpful. And what a lot of hobbies there are these days! The nine-year-old boy across the street from us began collecting stamps about a year ago. Now the whole family shares his hobby. When John started his second book he gave Sonny, his younger brother, his first book, and the two boys joined in the hunt. Soon Daddy, who had scarcely ever been inveigled into forgetting his insurance business cares, began carrying home letters from Japan, China and India. When the stamps came from Manchuria he bought the boys a splendid globe. Finally Mother came into the game to help make a scrap book of pictures cut from geographic magazines of the countries from which the boys had collected stamps. We went there to call one evening and found this family foursome on the floor surrounded with scrapbooks, globe, magazines and catalogues. What a happy time they were having!

Where happiness can not be found in sharing hobbies, it is sometimes found through appreciation of one another's hobbies. They make splendid topics for conversation. It is fun talking over your interests and ideas, explaining how this or that works, and answering questions.

Music — a Great Adventure

Put music to work for you in your adventures in companionship, and see what fun it can really be! The family that sings together joins hands mentally in a bond of fellowship significant and enduring. In order to interest the family in singing, care must be taken to provide songs and singing books suited to individual interests. At first the parents should make the necessary arrangements for the "sing" but later the children should take turns, too. Sing old songs, new songs, part songs; sing with the radio, with the piano, and with the phonograph. In one large family of eight in a nearby city, there is little chance to get the whole family together except at meal time. At dinner each evening, however, five minutes is always spent in singing. Visitors love to be invited to this home to join in that singing family's good pleasure.

Listening to music together proves enjoyable and inspiring. The radio and the mechanical instruments are constant aids to music lovers these days. Care must be taken to find just the right program on the air and the best records for the home. The programs may be enhanced by reading about the music itself, the composers or the performers. Let the children contribute to conversation about the music

"Music is the most companionable of all the arts. Its great social values are generally recognized and its essential values in the worthy use of leisure time are admitted, but music has more far-reaching qualities than these. No other single force can wield as much influence in stabilizing emotions and in providing nourishment for inner spiritual qualities as can good music."

events. Books for all ages are available to supply informative material.

Although listening to music may provide companionable refreshment, it can never bring the vital, glowing satisfaction that comes to one with actual participation in performance. Children should be urged early in life to play musical instruments, and the parents need to "brush up" their own playing to keep pace with them. There is almost no limit to the lovely music which has been arranged for any combination of instruments your family boasts. Much of this material is entirely within the technical limits of young and unskilled players.

The very happiest family foursome I know is one that has within itself a complete string quartette. This family of four, playing their instruments, is building a solid wall of happiness through which loneliness, unhappiness or depression can never pierce. They are journeying together into a world-wide supply of good music and they experience few lonely moments in their home.

Planning for Family Recreation

The time or day for playing together varies with families as frequently as the sport or play. Professional men usually have Saturday afternoons free, and this is an ideal time for a picnic, football game or excursion. If, on the other hand, Daddy owns a store, he will be too busy to get away on that day. Why can't the rest of the family surprise him by dropping in to see him at the store, to see how the windows have been dressed this week, or to admire the new desk he has for his office? Perhaps Dad can steal a moment to rush in to the corner drug store with you for a soda before you leave.

During the week plans may be discussed and arrangements made for the moments to be shared. Each member of the family should participate in these preparatory discussions for the sake of the added pleasure and satisfaction it brings. Magazines on outdoor life are read with real interest before and after a fishing trip. Practicing music lessons through the week takes on new life when it is the stepping stone to playing in the family orchestra on Sunday.

It is not always essential that the activities chosen for family enjoyment be purely recreational in character. Pleasure can be derived from working on definite projects together, in building, decorating, gardening, or actually studying some subject. Exploring art galleries, museums and old antique shops, or attending concerts and the theater are all forms of enjoyment which may be profitably shared.

If your children are quite grown up, there may be need for more tact and understanding to entice them into playing with their parents. The parents may at the outset have to make all the concessions, may even have to put forth all the necessary effort, but it will be worth it. Soon these more-than-adolescent youngsters will wake up to the fact that their parents are not meddlesome, not wearisome, but really human, delightful personages after all.

In the March 1936 issue of the *Good Housekeeping* magazine, we find a picture of Richard Crooks with his delightful wife and their two children. This beloved opera hero has a bit to say there on the subject of the family foursome which is worth re-telling. It sums up so beautifully all that may be said.

"We play together, too," says Mr. Crooks. "The four of us get the most fun out of those things that we can do as a foursome. We play golf, we go camping, we take hikes and fishing trips, and we have evenings of music, bridge, and plain conversation! Each of us has his favorite among these sports, but we get just as much enjoyment out of our second choice if it represents the first of one of the others and assures us all a couple of happy hours together."

Home happiness and contentment grow out of these moments spent together. No matter if you are six or three, plan each week to spend some time in a family "play-some" and share the profits in this investment. Exploring together, adventuring together, hand in hand along the broad highway of happiness, children and parents build their own home life in this way, upon a firm foundation of comradeship which is secure, soul-satisfying and spiritual.

"We believe that an understanding on the part of parents of the power of the creative arts to give self-realization and joy, and lasting satisfaction, would go a long way indeed toward elimination of the youthful delinquent. . . . So we plead for a better understanding of the importance of play in the life of child and adult, and above all for a real effort to experiment in these simple ways, in the training and pleasure to be gained by every member of a real creative home." *Ivah E. Deering* in *The Creative Home.*

A Three-in-One Christmas Program

Why not try the North Dakota way of getting ready for Christmas?

CHRISTMAS is just around the bend, and before you have quite caught your breath from celebrating Thanksgiving the daily papers will warn, "Only .... days until Christmas!"

Already children and adults hesitatingly pull out and pinch the worn wool sock and are dismayed that so little has been saved for holiday gifts. Just what *can* you get with so little for the whole family and aunts and uncles and cousins? The recreation leader has his problems, too. He must tussle with ideas for inexpensive Christmas crafts and cudgel his brains for a community or neighborhood program that is different and yet full of Christmas spirit.

Why not solve these three problems at one time? Here is a plan which was worked out successfully by the Little Country Theater Players at the North Dakota State College under the direction of Alfred G. Arvold, and put on in conjunction with a Christmas tableau program for the community. The plan may be carried out in that fashion, may be a part of a Christmas fair, game or social night or be an open house event complete in itself.

The General Plan

The plan is, briefly, to set up a number of demonstration booths giving both adults and children ideas for inexpensive and desirable Christmas gifts and activities which can be made or carried on at home or in the recreation center. There are many ways in which to develop this idea. We offer these suggestions based on the North Dakota program.

Decorations. Decoration of whatever space you have for this event will play an important part in arousing Christmas spirit and giving a feeling of festivity to your display, especially since it must be held early in December to allow time for the suggestions presented to be carried out at home or in the recreation center before Christmas. A Santa Claus workshop sign and a carton sleigh piled high with sacks stuffed nobbily with paper and with toys fastened to the top will intrigue the children young and old. Santa Claus himself should be present in full regalia to greet the visitors, and other Santa Clauses might guide the visitors about or explain the crafts. The room may be hung with Christmas greens, green and red paper or bells. Interesting windows can be made by covering the panes with wrapping paper on which stained glass windows or Christmas designs are painted. In place of paper, Bon Ami may be put on as though for cleaning the windows and designs be painted in show card color on them. There must also be a Christmas tree and if possible a real or carton fireplace hung with stockings filled with lumpy packages. Pine incense will give the spicy fragrance always associated with Christmas branches burning in a fireplace or the smell of the tree in a warm room. If there are a number of small rooms to be used, each one might carry some dominant Christmas theme in the decoration; i.e., the first might stress bells; the second, candles; the third, Christmas greens, and another, toys and Santa Claus.

Now for the booths.

The Booths

The Christmas Tree Booth. Christmas tree decorations need not be factory-made to make an effective tree. One booth should demonstrate with a small tree how artistic and pleasing homemade decorations can be. Popcorn, cranberry and paper chains of various kinds, cut-outs of Christmas patterns from colored paper, tin can and tinfoil stars, netting stockings full of candy or toys, and painted candy canes are simply made and decorative. Very colorful balls are made of three paper circles of the same size but different color pasted together, as in figure 1 on page 384. Hung on the tree, the air currents twirl them and they flash their bright colors. Diamond and other shapes, as well as different sizes, make for variety. There

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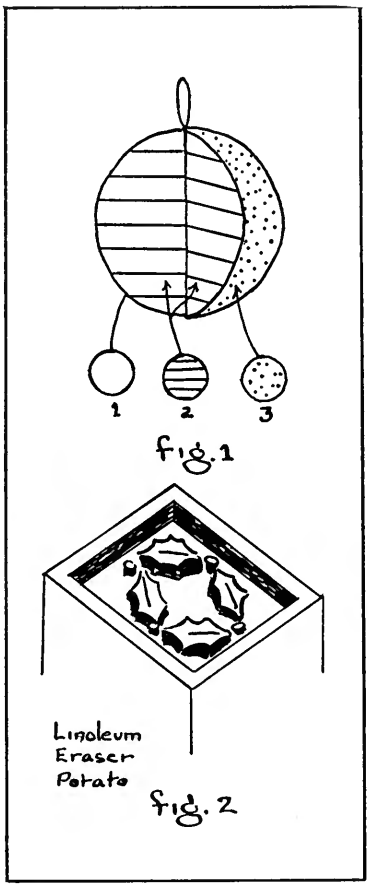

might also be one or two simple homemade tree stands to solve the difficult problem of a wobbly, crooked tree.

Wrapping Packages. Another booth might show methods of wrapping packages with fancy bows to tie and interesting hand-decorated wrappers made of ordinary wrapping or tissue paper batiked, marbled, spattered, blocked with linoleum or eraser prints (see figure 2), or colored with cornstarch or finger paints. Samples of the work, tools and materials needed should be on hand so that the various processes may be demonstrated for or tried by the visitors. If the prices of materials are available the visitors will see how very inexpensive some of these processes are and be encouraged to try them.

Christmas "Goodies." And for adults or children who have a flare for cooking, a booth showing goodies for Christmas gifts or the Christmas table is very much in order. This booth would include recipes and samples of cookies cut in Christmas shapes and decorated with icing, simple candies, popcorn balls, stuffed prunes and dates, stick apples and decorated Christmas cakes with fancy icings. An ample supply of paper and pencils should be on hand so that recipes may be copied from samples pasted on cardboard and no one need trust to a tricky memory. Here is a recipe for a Christmas tree salad to start you off:

Shred a head of lettuce. Arrange the lettuce in tree forms on the salad plates. Then dot with small pieces of orange and apple, canned peach and maraschino cherries or other bright fruits or vegetables which serve as ornaments for the tree. A French dressing may be used and star-shaped sandwiches of cream cheese be served with the salad.

A Repair Shop. Santa Claus' repair shop will afford many ideas for rehabilitating old toys and books to be given away to less fortunate people for Christmas in response to calls for used toys which come from many different organizations every Christmas. "Fix up" hints might be given at this booth, with "before and after" demonstrations of games and toys washed, painted and shellacked, and missing parts replaced with materials found about the house; dolls with brand new dresses and new hair of soft yarn; books recovered with simple designs and with the pages mended with music tape. A list of organizations needing toys will help parents to know where to send the toys which they and their children have rejuvenated, or the recreation center itself might make up a gift box giving opportunity to help in the workshop in repairing toys for needy neighborhood children.

The "Make It for Christmas" Booth. This booth will be one of the most popular. Here examples of Christmas crafts with the necessary tools may be arranged. If a few articles for every member of the family are shown the problems of many visitors will be solved. A few suggestions include a tie rack, book ends or leather wallet for Dad, a pot holder with applique or block printed design, apron, or magazine rack for Mother; a bookmark or woven scarf or mending kit for Grandmother, and tobacco pouch or pipe stand for Grandfather.

Toys and games for children of various ages are easily made. For the preschool and kindergarten child blocks made of tin cans (opened with a screw can opener to eliminate rough edges) of various sizes painted different colors, and round or rectangular cheese boxes, painted and with their tops nailed on, make excellent toys, while a wooden pail with top

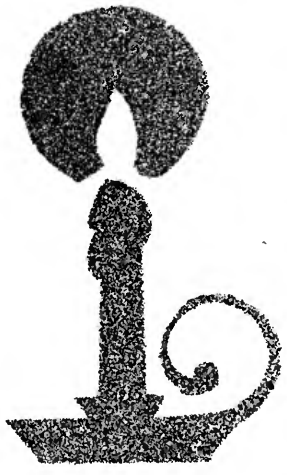
fig. 3

or bottom removed and rubber from a tire inner tube thumbtacked on will make a soft-toned drum to delight any small child's heart. For older children rag dolls and animals may be put together from scraps, and games such as dominoes, checkers and puzzle peg are quickly made from box wood and broom sticks. Big Sister might like an artistically decorated cardboard or wooden box with a slit in the top in which to keep her unattractive cardboard box of face tissue. And for more distant relatives and friends, homemade Christmas cards made with a stencil, a linoleum block or spatter print have a personal touch and meaning which are lacking in store cards.

To Make Christmas Cards. For spatter print cards, cut a Christmas design in stencil fashion from heavy paper, cardboard or a butter box. Lay the stencil on your paper, cut the size you desire and then spatter it, using an old toothbrush dipped in water color or ink and brushed over a bit of screen (four inches by four inches) held two to four inches above the paper. (See figure 3.) You will find that the less paint on the brush the finer will be the spatter. When the paint is dry, lift off the paper and your card is done. White paint or ink on green or red paper is especially effective. Envelopes are traced on sheets of paper by a cardboard pattern, cut out, folded and pasted.

Book Helps. The library might help with a booth on Christmas books to buy or Christmas stories to read or tell. Someone, perhaps a librarian, should be on hand to give a resumé of the books and tell for what age each is best suited. Here again paper and pencil should be available so that anyone interested may copy titles. We list some famous stories which might well be included on your list:

The Gift of the Magi—O. Henry

The Christmas Carol—Charles Dickens

The Birds' Christmas Carol—Kate D. Wiggin

The Other Wise Man—Henry Van Dyke

Christmas Legends—Selma O. L. Lagerlof

The Legend of Babouseka in "For the Children's Hour," by Carolyn Bailey

The Holly Tree and Other Christmas Stories—Charles Dickens

The Manger Scene. Another booth might show sample crêches or manger scenes to be placed under the tree or on a table with paper, wood or soap carved figures. This would make a splendid rainy or snowy day activity for children before Christmas, and be a part of the program of making the Christmas tree and house decorations for the holiday.

Other Attractions

Story-Telling. Near the Christmas tree or in a quiet corner is a Santa Claus or a story-teller who will tell short Christmas stories to children and adults. The celebration of Christmas in other lands makes excellent story material and is easily demonstrable with pictures from books or with dolls and other objects from far-away lands. The librarian will help you with the stories and pictures, and perhaps even send a story-teller from the library staff.

Refreshments. If the pocketbook permits, refreshments served by Mrs. Santa Claus at an attractively decorated booth will round out the evening's program. Punch from a wassail bowl, stick apples, popcorn balls or candy canes are suitable and inexpensive.

Music and Drama Features. To add Christmas spirit and vary the program, musical and dramatic events may be introduced. A group of costumed carolers may stroll about the room, books and lanterns in hand, singing familiar carols in which the guests are invited to join. Old favorites are:

O Come, All Ye Faithful
Silent Night
Hark, the Herald Angels Sing
O Little Town of Bethlehem
The First Nowell
It Came Upon a Midnight Clear

The words of these and four other favorites may be obtained on a song sheet at eighty cents a hundred from the National Recreation Association. There may be a brief Christmas play, skit or tableau which people may watch standing up, or a short puppet show. The Association has compiled several lists of Christmas plays, one list for adults, one for experienced adults, one for children and a list of Christmas plays and pageants with music. These will be sent you free of charge upon request.

There are many other things which can be done, other ways of arranging the program to fit special needs. These ideas are intended only as a starting point from which you may, with your own ingenuity, develop a novel and useful Christmas program to fit your particular situation.

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Pittsburgh Makes Merry!

If you don't celebrate Hallowe'en you are missing out on a great opportunity!

THE YOUTH of the city of Pittsburgh are no better or worse on Hallowe'en night than are others in large cities. It was with the thought of diverting their surplus energies into wholesome and constructive lines that a program of attractive activities was planned for them. Contacts were made with business men, board of trades, the Chamber of Commerce, service clubs and other interested agencies, which were made to feel their responsibilities. A favorable response from practically every group was assured. The financial cost was met by interested individuals and business firms.

The first year's experiment was planned so that large numbers could participate. The program consisted of band competitions, one for bands from the Universities, the other for High School bands of the city. Other features included a costume parade, folk dancing and social dancing. This program worked out well, the costume parade in which so many participated being particularly successful.

The band from the University of Pittsburgh, and the Schenley High School group placed first in their respective classes. Each played its own chosen selections and then proceeded to go through a series of marching tactics, very similar to the stunts put on by them on the football field between halves of a game. The direction and control of the musical program was placed in the hands of the Music Department of the Board of Education.

How It Was Managed

The Costume Parade. All participants in the costume parade were asked to purchase for five cents a package of paper gadgets (rattle, whistle, etc.). Each received a small placard, 5½"x7" on which was printed a set of instructions and numbers.

The parade was organized in two units — one for children, and the other for adults. The long lines of march proceeded up the steps and on to the large platform where they were carefully scrutinized by a corps of efficient judges. The latter were for the most part professional folks connected with the arts and dramatic departments of the Carnegie Institute of Technology and the University of Pittsburgh.

The Committee passed judgment on the following classifications:

Event No. 1. Children under 12 years of age:

1. Best girl's costume
2. Best boy's costume
3. Best couple's costumes

Event No. 2. Those over 12 years of age:

1. Best girl's costume
2. Best boy's costume
3. Best couple's costumes

Event No. 3. The funniest costume

Event No. 4. The most unique costume

Competitors For Costume Prizes Must Wear This Where It Can Be Seen By The Judges

208

Price 5c

This card entitles the holder to enter the Prize Competitions and includes a Mask, Paper Hat, Noise Maker, Paper Garlands which will be given out when this card is presented at the entrance to the:

Pittsburgh
Public Hallowe'en Celebration

SCHENLEY PARK PLAZA

THURSDAY, OCTOBER 31, 1935

7:00 P. M. TO 10:00 P. M.

Sponsored by

THE BUREAU OF PARKS AND RECREATION

In case of rain or extreme cold, notice of postponement will be announced by newspapers and radio.

Among other features there was the dance of the clowns from McKnight Recreation Center

An award was also made for the best original hand-made mask. This was open to all competitors.

Folk Dance Competition. This drew entries from six of the city's recreation centers. The rules and regulations governing the dance competitions were:

1. There is no age limit set for those entering the dance contest. The group shall have no less than sixteen persons and no larger number than forty.

2. The time limit for the dance is three minutes. All judging will be done on the basis of what has been demonstrated for three minutes.

3. Consideration will be given to the formation and design of the dances, paying particular attention to the way in which the group fills the space assigned to them on the stage.

4. Judges will consider the authenticity of the costume, its suitability, design and color.

5. Consideration will be given to the way in which the dance steps and the music co-ordinate.

6. The execution of dance steps and other technical phases of dancing will also be passed upon by the judges.

A jury of four experts versed in folk dancing passed judgment on the entries. Madame Karpova, formerly of the Russian Ballet, was the chairman.

The evening's entertainment was concluded by a program of social dancing on the plaza. Hundreds participated until 11 o'clock.

Committee Organization

It is obvious that with a large outdoor program much preparatory work had to be done. Committees were formed and given definite responsibilities. The plan used in the first celebration was as follows:

The Executive Committee. This committee was composed of the eight chairmen of sub-committees. The chairman of the Executive Committee called it together as needs warranted. Meetings were held at a specified place convenient to all.

Office Administration. All clerical matters were handled through this committee at its office.

Activities and Entries Committee. This committee received all entries and was responsible for all activities at Schenley Park Plaza. Employees of the Bureaus of Parks and Recreation assisted in the formation of the parade which opened the evening festivities and directed its course around the Plaza. Members of the committee were assigned to direct the folk dancing competitions and music competitions.

This committee also had charge of the social dancing which concluded the evening's performance.

Construction and Decorations Committee. This committee was responsible for the construction of platforms and stands and for their decoration wherever this was necessary. It provided for the amplification system, erected tents for headquarters and first aid, and furnished cots and blankets. It supplied chairs and a table for the headquarters tent which was lighted. It furnished a piano for the folk dancing platform and a tarpaulin to cover it in case of wet weather.

The Bureaus of Parks and of Recreation of Pittsburgh held their first Hallowe'en celebration in 1935 at Schenley Park Plaza in the heart of the city's Civic Center. More than 20,000 spectators crowded into the spacious square, and about 3,500 individuals took part in the costume parade. So successful was the event that a second celebration was held in 1936. We have published this description of the event for the benefit of cities which may wish to initiate a similar fête next Hallowe'en.

(Continued on page 413)

Rehabilitation at Sixty-two

By CECIL F. MARTIN
Director of Recreation
Pasadena, California

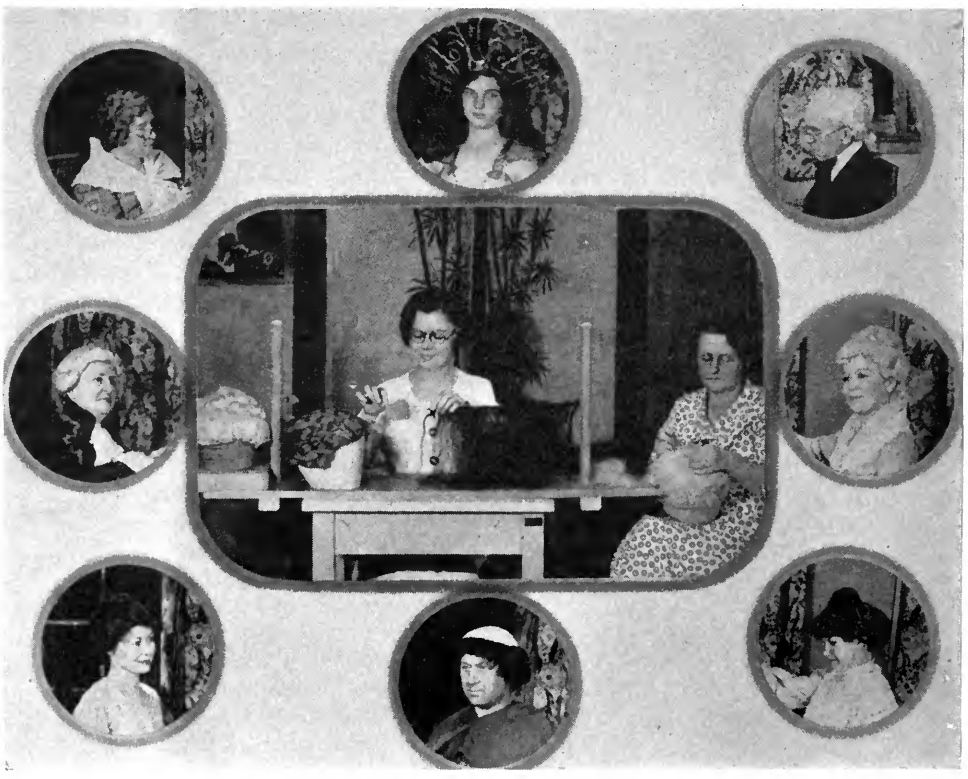
IF YOU WERE confronted at the age of sixty-two with the problem of personal placement, what would you do? Many persons have had to meet such a condition in the last few years. As the result of an experience early in life, a resident of Pasadena, California, was able to make this adjustment satisfactorily, both for herself and for her employer, the Pasadena Department of Recreation.

Forty-five years ago, Agnes Rozell Knot, an actress of national fame, spent some of her vacation time meeting the demands of her stock company by making wigs. She became interested in a girl of sixteen and taught her the art of weaving hair. This young girl enjoyed the experience, but little thought that it would serve her in the time of necessity. Many years later the Pasadena Department of Recreation was confronted with an urgent need for wigs to be used in costuming the players in the Drama Guild and in civic pageants. Because of limited funds the Department was unable to meet these needs until the young girl who had once learned the art of wig-making, now a woman over sixty, volunteered to assist in the making of wigs. Out of a small beginning started in May, a number of wigs have been made which have enhanced the program of dramatics because they have helped the players to be costumed in character. The equipment, hair and labor were furnished at little or no cost.

The operators assembled the following equipment: Two looms, several head blocks, carters, curling irons, chamois skins, Japanese shavings, hair nets, tape, feather-bone, hair pins, linen thread, hair hooks, thumb tacks, brushes and combs, peroxide, ammonia and hair dye. The equipment, hair and labor were furnished at little or no cost.

The workers then studied the characters and the head-dresses of various age periods for children, youths, young and old adults. The public library, *National Geographic Magazine* and nu-

(Continued on page 414)



Here are samples of the wigs made for the Pasadena Recreation Department. They show the headdress of a fairy princess, of George and Martha Washington, of a friar, and of ladies of the "gay nineties."

Chicago Reorganizes Its Park System

Chicago's recreation program demonstrates the effectiveness of coordination in park services

In the spring of 1934 the twenty-two heterogeneous systems of providing recreation in the parks of Chicago were consolidated into one central system, the Chicago Park District, which assumed full control January 1, 1935. The Recreation Division has reported on its activities for the first year. We present some of the highlights here.

CHICAGO, under the plan of park consolidation adopted over two years ago, has been divided into six sections, each with a section director, in order that each unit may be able to meet the needs of its immediate neighborhood as adequately as possible. Specialists in music, drama, art and physical education have been appointed, and two regular employees put in charge of arts and crafts. These workers have reorganized and modernized the program for their specialties to fit the situation and the times.

Games and Sports

In the field of physical education almost unprecedented changes were made in the abolishing of a required competitive athletic program. The park's responsibility was felt to be the giving of service to as many members of the community as possible and not in the development of a few championship teams. The park, rather than entering five or six strictly park basketball teams for the city championship as heretofore, now fosters community tournaments of from forty to sixty teams representing all organizations and agencies in the community. Each park neighborhood is free to develop its program as it sees best in order to develop community-wide participation.

To give point to inter-team games several types of tournaments were tried and competition within the local communities with the community champions competing in sectional and then in city championship matches was found to be the most feasible plan for most sports and games.

Institutes training leaders and enabling them to develop techniques of handling large groups were successful to such a degree that the leaders were able to organize city-wide baseball on a self-governing basis. Many other sports were organized on a city-wide basis. At the end of the year there had been twenty million participations in physical activities in the parks.

Development in Arts and Crafts

In the arts and crafts for women and girls there has been close cooperation with parent-teacher associations, women's clubs, groups interested in crafts and other organizations so that the stimulus for craft activities provided by the parks is promoting a revival of useful arts in every section of Chicago. At the end of the year craft classes were being held in forty new places and were reaching 50,000 women and girls a month.

For men and boys city-wide contests in such activities as kite flying and model building were organized. Some of the sixteen craft workers also assisted in the summer school of the Catholic Youth Administration in six parks. The exhibition and demonstration of crafts at the National Recreation Congress in Chicago elicited much interest and many requests for further information which have been answered all the more easily because of the comprehensive bibliography of every known craft book prepared under CWA and PWA.

The more competent club members assist the leader, facilitating the handling of large numbers brought out in a truly community-wide program. In one park forty boys meet under the guidance of more experienced boys. The instructor needs to be present only at rare intervals. The standard of skill is constantly being raised, and may be exemplified by a city-wide club of forty model aircraft builders whose members admit no new comer unless, like themselves, he has made and flown a plane bettering a certain difficult to achieve world's record.

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For Industrial Groups

The closer tie-up between industrial groups and the parks which has been effected, has resulted in an increase in facilities available for industrial workers, city-wide organization in baseball, increased attendance at the local park areas (definitely traceable to contact with places of employment), and added recreational activities. Industries were encouraged to run their own activities, but urged to relate them to the entire community program.

The visitor to the Chicago Park District centers cannot fail to be impressed with the scope of the arts and crafts program and with the high development of skills reflected in the wide variety of projects.

Music and Drama

Under the leadership of the music and drama departments, 115 public concerts and dramatic performances were given. Relief workers made permanent stage equipment and established a costume room and an extensive music library of popular and classical orchestrations was built up. The year's music program was climaxed with the presentation of Handel's "Theodora."

An art director was appointed, but no regular supporting staff. Ten clubs were started with relief leadership and all clubs were organized so they would be self-continuing when the temporary advisors were no longer available. The six photography clubs organized with the aid of the Recreation Division provide their own leadership and program and further exemplify the type of co-operative community effort which the Recreation Division is attempting to inaugurate in all of the community organizations.

Many community activities such as parties, special day and week celebrations are planned. These are increasingly being sponsored and run by various community groups including American Legion Posts, women's clubs and churches. In every section, athletic associations, community councils and other groups have been quietly organized, thus enlisting and increasing the citizen's support of the leisure time program.

WPA Workers Are Helping

WPA workers have been used in many ways to expand and better the program. They were organized into a special project set in action in November. One group was engaged in general recreation—sports, games and physical education in vacant lots and such community agencies as churches, settlements and Y.M.C.A.'s. Their activities were not considered strictly park activi-

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Planning the Party

By ETHEL BOWERS
National Recreation Association

IT IS TERRIFYING for an inexperienced play leader to undertake to conduct alone the entire program of a party, especially a large one. No actor has greater stage fright than many a play leader early in his career. It means much to such workers in terms of self-confidence and encouragement if he can have a number of people with whom to work, if party leadership can be made a cooperative project.

Social Recreation Teams

This can be accomplished through the organization of a social recreation team, consisting preferably of three men and three women as follows:

Master of Ceremonies. This should be a man with good loud speaking voice, pleasing personality, disciplinary powers hidden under a smile and a joke; in a few words, a good mixer who likes to run things, who can "feel the pulse" of a group, who likes to have happy crowds around him. He organizes the group, moves participants from place to place and conducts the stunts. When not actually before the group he is not inactive, for he should attend to heating and ventilation, seating arrangements and keeping halls and doors clear of loiterers, and attend to handling disciplinary problems, if any arise. At all times he should be ready to help the other leaders, either quietly by joining in the fun, or if necessary by serving as a co-leader when things are not running smoothly.

The Quiet Games Leader. She (or he) should be prepared to lead the less strenuous—though by no means quiet games at any time designated by the Master of Ceremonies.

The Active Games Leader. He (or she) must adapt walking or running games to the space available and the interests and abilities of the group, always remembering that the games must not be too strenuous or dangerous for players who are perhaps in "dress-up" clothes (including high heels) and who may not be used to playing active games.

The Musical Games Leader. She (or he) should be thoroughly familiar with grand march figures, a few musical mixers and simple folk dances. As the ability of the group develops this leader must prepare more advanced folk and square dances. Emphasis should first be placed on fun and sociability, not on grace or perfection, which may come later.

The Song Leader. Though this person should have technical skill in music, he (or she) must first have that human touch, that joy of leading informal group singing which many trained singers lack. Especially in the fun songs emphasis should be placed on having a good time, irrespective of the musical qualities produced. Later the leader may work toward more artistic results.

The Pianist. This team member is a very important part of the social recreation team, for without peppy marches and toe-tickling tunes, the musical games leader and the song leader will lack support. The pianist should aim for rhythm and tempo, even if every note is not accurate. Later, with more practice, perfection will come. The pianist must also be keenly interested in seeing that groups have a good time, giving unselfishly hours of time in grinding out music for folk and square dances. If no piano is available, the pianist can still be a great help to the rest of the team by entering into the games, thus quietly promoting the program and the fun spirit.

These six people are called a social recreation team, and rightly so, for they should cooperate as a team, no one person seeking the limelight, all working to produce a happy, smoothly running party, in the way a well-coached team works to win a game.

Usually the master of ceremonies serves as chairman of the social recreation team, though any of the others or a seventh person may be the prime moving spirit back of the team. If the team is com-

This material has been taken from a recent publication, *Parties — Plans and Programs,* edited by Ethel Bowers. These preliminary suggestions on how to plan for parties are followed in the booklet by programs of parties for large and small groups and for banquets, and by suggestions for adapting games to special conditions. The booklet, which every recreation leader will want to add to his kit, may be secured from the National Recreation Association for fifty cents.

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posed of adolescents or young adults, perhaps an older person should be the chairman, remaining always in the background, quietly guiding the young people by indirect suggestions and constructive criticism.

Preparation and Practice

When a party is proposed, each member of the team should be informed of the time, place, occasion or holiday, size and type of group, and age and numbers of each sex expected to be present. Each should prepare to conduct at least four games or activities. Usually so many will not be needed, but it is well to have too much rather than too little material on hand.

A week or so previous to the party the team should have a planning-practice meeting. If possible this should be a social meeting as well; that is, the team should have such a good time at a member's home trying out the games on each other, chatting and perhaps eating later, that they look forward to these team meetings.

At this time the proposed program is worked out, subject always to change at a moment's notice if conditions are altered. The party should have a title or a theme, if at all possible, based on current interests, the season, holiday or special occasion. All games should be adapted to this theme and named accordingly. For example, in a game needing two groups, at Hallowe'en we can call one group the "witches" and the others the "black cats"; at Thanksgiving they may be the "Pilgrims" and the "Indians"; at Christmas, "Santa Claus," and "Reindeer," and so on throughout the year.

The order of games comes next. In planning a party for a large group it is especially important to plan the games so there are as few changes in formations as possible and these must be well thought out in detail before the party to avoid confusion. The program should be flexible enough however to be changed as conditions warrant.

The following plan for a large full-length party is fundamentally sound.

Plan of a Party for a Large Group

Type of Activity	*Taught by*
Pre-party game	Quiet games leader
or	
Community singing	Song leader
Opening marching game	Musical games leader
Get-acquainted game	Active games leader
Stunt song	Song leader
Group stunt	Master of Ceremonies
Guessing game	Quiet games leader
Musical mixer	Musical games leader
Mixer game	Active games leader
Song competition	Song leader
Stunt competition	Master of Ceremonies
Pencil and paper games	Quiet games leader
Stunt (for refreshment or rest period)	Master of Ceremonies
Active game	Active games leader
Song (preparation for musical mixer)	Song leader
Closing musical game	Musical games leader

This is a long party for a full evening program. If it must be shortened some of the activities in the middle should be omitted. Such a party should always end with a rousing game, preferably a musical one. Never let a party "peter out," continuing too long until the group has drifted away. It is better to have a short snappy party that sends the participants home wishing for more, than one that drags. However, leaders must have abundant material at hand for emergencies.

A banquet party should be shorter.

Plan for a Banquet Party

Type of Activity	*Taught by*
Partner finding stunt and march to banquet room	Master of Ceremonies
Song	Song leader
Guessing game	Quiet games leader
Race	Active games leader
Individual stunt	Master of Ceremonies
Stunt song	Song leader
Group game	Quiet games leader
Relay	Active games leader
Group stunt	Master of Ceremonies
Square dance (space permitting)	Musical games leader

A party for a small group in a home or other limited space provides for more sociability and activities which take a longer time, so fewer events need be listed though again each leader should have supplementary games for emergencies.

Plan of a Party for a Small Group

Type of Activity	*Taught by*
Pre-party activity	Master of Ceremonies
Guessing game	Quiet games leader
Group game	Active games leader
Song	Song leader
Confederate game	Quiet games leader
Floor game	Active games leader
Song	Song leader
Individual stunts and tricks	Master of Ceremonies
Couple stunts	Active games leader

Improving Programs

Hints to Leaders. Play leaders will find it possible to improve their programs in a variety of ways: By careful planning, experimenting on one another, by research, by benefiting through group experience and by holding "post-mortems" after every party at which programs are analyzed, and weaknesses in methods and techniques discussed so that future parties may be made more enjoyable for all.

Study the group and the place thoroughly, get all possible details of age, sex, numbers, likes and dislikes, then select suitable activities, and plenty of them, to allow for emergencies.

Know the game *thoroughly* and *like* it. Be a good actor if necessary.

Think it *through,* step by step before facing the group. Ask yourself, "Where will I stand?" "Where and how will the group be standing?" "What will I say first?" "What will the players do first?" "Next?" and so on.

Get attention; wait for natural pauses, speak slowly and low, not high and fast; use whistle sparingly, if at all. Be jovial, not a traffic cop.

Name the game.

Get the players into position. (Best to finish last game in position for next if at all possible.)

Give *brief* rules in clear voice. *Don't talk too much.* People can't remember many details.

Demonstrate. This is very important. People learn best by seeing.

Play the game for *fun.* Have fun even if mistakes are made as they are 95% of the time. In that case —

Interrupt, correct mistakes, answer questions, demonstrate again, give more rules, if game is complicated.

Play the game, correctly this time if possible, but also always for fun.

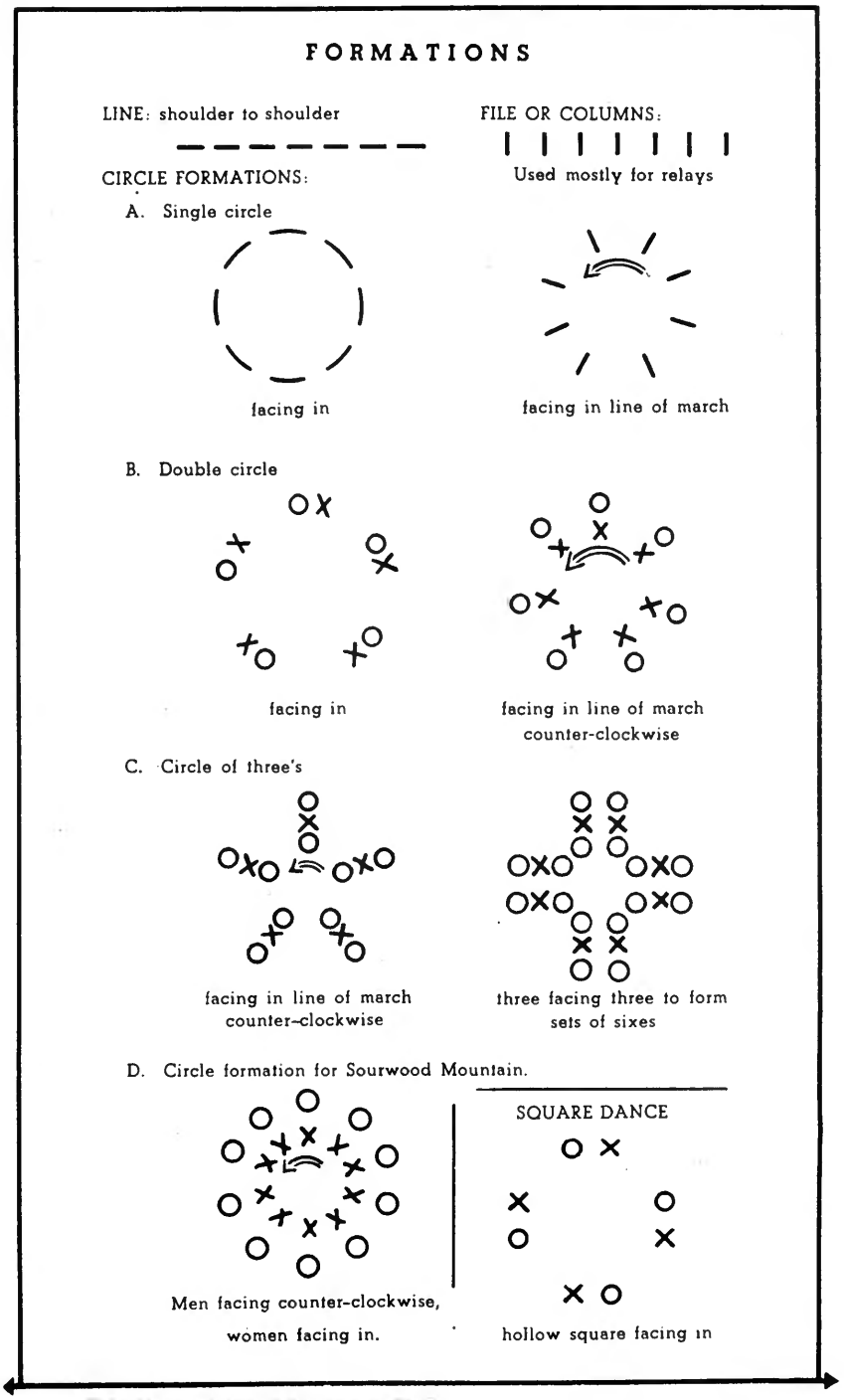
Stop before interest lags. Be careful players do not stand too long, sit too long, get too hot, thirsty or dizzy.

Vary the program. Be prepared to change at a moment's notice if conditions change. Do not take too long a time to distribute or collect materials. Train assistants for this.

Know certain formations and teach them to your groups. (See also page 394.)

Suggestions to Organization Executives

If one outstanding leader of social recreation is not available to conduct all parties, or if you wish to develop local volunteer leadership in many small organizations, form in each a social recreation team, and have one person from each team become a member of the social recreation council which sponsors the party-of-the-month club. Details follow:



Organizing Social Recreation Teams. In a city, or a county, a church district or any large organization of smaller groups, if a number of social recreation teams are organized, the programs of all the units will be improved if these suggestions are followed.

First, have a party for leaders from the different groups. In the midst of the party explain the idea of social recreation teams. When it is thoroughly understood, have all from each unit sit down together to plan for a team for their group. One of their number should serve as a temporary secretary, preparing two lists of the proposed team, one for the master of ceremonies, one for the organizer. After a certain time, ten or fifteen minutes, the teams should hand to the organizer the personnel slip of their team, insofar as they have been able to complete it on short notice. The names of the teams organized should then be read to all, and the different leaders introduced to the entire group.

The Social Recreation Council. While the party continues, one person from each team (preferably the master of ceremonies or a chairman) and a representative of any interested group not yet organized, should be asked to adjourn to another room to organize the social recreation council. At this time the council should set the time and place for its next meeting and for the first party-of-the-month club meeting about a month hence, and decide upon the team best qualified to lead this first party. An announcement of this coming event should be made before the party adjourns that evening.

About a week previous to the first party-of-the-month club meeting, the council should have its first regular meeting to make permanent plans and to check on the program of its first party. Other teams should be invited to lead each monthly party in turn. Thus if there are twelve of these teams organized in a city, each team would lead one party a year.

The Party-of-the-Month Club. This is in reality a one-evening social recreation institute presented as a complete party. The team selected to con-

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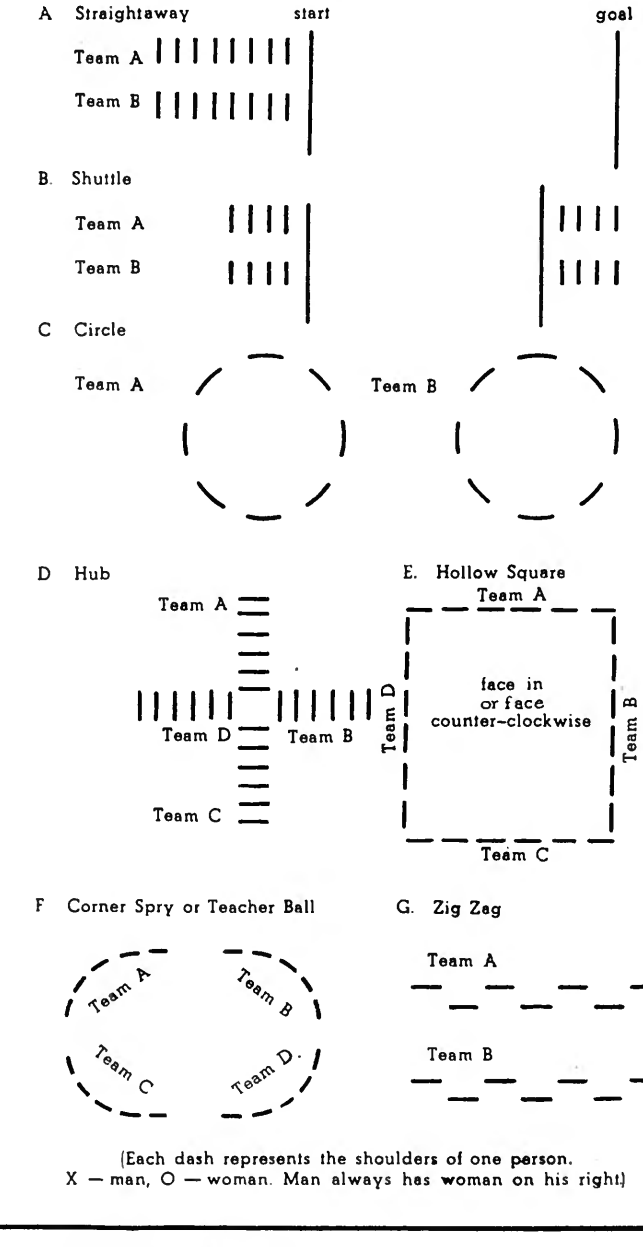
FORMATIONS
(Continued)

RELAY FORMATIONS:



(Each dash represents the shoulders of one person.
X — man, O — woman. Man always has woman on his right)

Club Leadership

By SIDNEY J. LINDENBERG
Director, Boys' and Men's Work
Neighborhood Center
Philadelphia, Pa.

Clubs of this type provide an absorbing interest for community centers and allied groups

Courtesy Dayton, Ohio, Bureau of Recreation

THE SMALL group club, whether it be composed of girls or boys or boys and girls, always presents an interesting picture of the most active, vital and stable membership of any agency working with young people. Most settlements have always looked on the small club as significant to their organization's program. In more recent years, boys' clubs and public recreation agencies have given greater recognition to the value of this type of activity, for the club group forms the basis of most recreational agencies' athletic, literary and social programs. Yet we often find these clubs under the guidance of very weak volunteer leaders.

A Typical Situation

If one should listen in at an interview with the typical volunteer applying at a recreation agency, this is the gist of what he would hear. The worker would ask, "What would you like to do in the way of volunteer service?" The answer would be, "Well—I'm not sure—but I think I would like to lead a club." Again the worker, "You realize, of course, that club leading probably represents the most difficult field of volunteer service. Have you had any experience in this direction?" This time, with a little more thought, the answer would be, "No—I've never been a club leader, but when I was a youngster I belonged to a club, and with my knowledge gained in that way, I'm sure I could sponsor a group." After the worker has delved a little deeper into the qualifications of this person, he may decide that this prospect has possibilities in club leadership and appoint him to such a position.

In some cases, this volunteer discovers that the job of club leadership is a very demanding one and attempts to build himself to meet its demands. In other cases, once he is appointed to club leadership, the volunteer feels that merely by putting in an appearance at a club meeting once a week he has done his job. The club under this latter type of leadership dies almost before it is born.

Poor leadership should never be the reason for a club's failure. The volunteer who comes to his group's meetings with fair regularity, but has the attitude of "I guess we'll find something to talk about" should be replaced immediately and not be given leadership responsibility until he learns more about the requirements of handling a group.

Nor is much lost when the leader is removed who works from some ready-made activity program, attempting to force it on his group in its entirety as "something good for them." True, it might be hard on this worker's pride, but it saves a club as well as the individual personalities of the ten or fifteen boys or girls making up the group.

There is more hope for the leader who uses a ready-made activity program but attempts to eliminate those parts that he feels might not interest his club. Proper supervision, suggestions and interviews would soon set this person on the right track, for he at least has learned that there are individual and varied interests among the members of his group, and has attempted to meet them to some degree.

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The Secret of Good Club Leadership

The trouble with all the types of leaders mentioned is that none of them has realized that the club is one of the most fertile fields for training in the highest principles of democracy. They have not given the group the opportunity to thrash out its own problems, to decide its own interests, to learn the principles of "give and take" which are necessary in all group relationships. These leaders have treated the individuals within the groups as standard products who all react exactly in the same way to the same stimuli rather than as individual entities who react differently to the same stimuli. They have offered their clubs standard, set programs or else have thought it unnecessary to have any type of club program. They all represent poor leadership and the basic reason for the dissolution of clubs.

And now for a picture of the good club leader! There is probably no better way of getting to know him than by watching him at work. When first meeting his club group, he sits down and speaks very informally, not to them but with them. He realizes that boys and girls are not standardized and consequently wants to learn as much as he can about each individual and his interests. He knows that the first step in getting this knowledge is to have the boys and girls tell him about themselves. To make it seem a mutual exchange he tells them about himself. When the first meeting is over this leader makes it a point to talk to the staff member who appointed him in an attempt to add to his knowledge of the individuals making up his group. When he leaves the settlement or boys' club or playground he walks about the neighborhood, for he wants to know the community where his boys or girls live. He realizes that to understand them he must know the environment in which they live. In addition to learning about the neighborhood, therefore, he decides that before actually trying to do anything in the way of program planning with the group, he will know more about the members of his club either in school or at work or in their homes. Once he has acquired all this knowledge he is ready to do an understanding and sympathetic job of club leading. He has a fairly good idea what the members are likely to be interested in and has prepared his own list of suggestions for a club program, but he doesn't foist these on his group. Rather, he calls in the entire club or a club committee to aid in planning the program, either for the month or season.

Let's watch the group plan a program with this leader for the month of October!

First of all the group notes down several leads to help them in program planning. In athletics, they note there must be some discussion of basketball. An almanac shows them that October 12 is Columbus Day, October 27 marks the birth of Theodore Roosevelt and October 31 is Hallowe'en. They note down all these dates.

Discussion is started first on the matter of athletics. It happens that the original interest which brought the group together as a club was basketball, so little prodding is necessary to get group discussion on this subject. The group does want to form a team. One of the group, however, remembers that before members are permitted to play on any club team in the settlement or

Members of a girls' club demonstrate an activity which has won popularity

Courtesy WPA, Washington, D. C.

center they must have physical examinations. So he suggests that someone should find out when examinations are going to take place. Another member remarks caustically, "Wonder why they make us get examined?" Some of the others feel as he does, but others try to explain the necessity of such an examination. The leader remarks that he knows a doctor who would be quite willing to come in and talk to them on this particular matter if they are interested. Some indicate an interest, but others feel that if a doctor comes in he might make them afraid to do things. This brings on the idea that the group might be able to get a basketball coach to come in with the doctor and let them both present viewpoints as to the good and bad effects of basketball. If this group is made up of adolescents it is quite likely that some member will take the discussion far afield by saying, "How about having a doctor come in and talk to us about ourselves?" The leader draws this boy out as skillfully as he knows how and soon has all the members of the group indicating that they are interested in knowing about the changes that are taking place in them physically. "Why do we blush when we're around girls? Why does my voice crack? Why do I tire more easily than I used to?" The leader soon discovers that sex is at the basis of their worries and indicates that he can get a doctor to come in and tell them about themselves. After this is all talked over the majority finally decide what they want. They may decide to have a coach in to talk about basketball, a doctor to talk to them about their physical make-up or they may feel they would rather not listen to long speeches, and so "let's forget about it." Even though the leader feels differently than the members about this program it is his place to carry out their wishes.

The group then moves on to its next notation. October 12 is Columbus Day. One member remarks that there is no school on that day. Another suggests it might be a good time for a hike. Another idea comes up! "Since there is no school on October 12 how about a party the night before?" Some are in agreement and feel this might be a "Discovery Social" to tie in with the idea of Columbus discovering America. Another member feels that since Hallowe'en is coming at the end of the month it would be a more appropriate time for a party. This member, however, has another suggestion. His hobby is gathering and making maps and he offers to bring in his collection and trace Columbus' trip on one of his maps. This gets the group on to a discussion of hobbies and it is found that some of the members have stamp collections, others rock collections, etc. "How about a hobby exhibit and a special program for our parents?" The group certainly has journeyed away from its original discussion of a program to fit in with Columbus Day, but is getting to the things it wants to do. The leader is following every thought and finally settling with them on just what is to be done.

In this way the group goes on from notation to notation settling its program for October. The mention of October 27 as Theodore Roosevelt's birthday may lead to talk of our president, Franklin Roosevelt and then to presidential elections and to the need for English and citizenship training for their parents and themselves so they can vote properly, etc.

Talk of Hallowe'en may also go very far afield, but after this meeting for planning the program for October is over, the group will have reached its own decisions, decided for itself what it wants to do, and the final program will not be the leader's but the group's. To plan programs in this way is a hard job, but it is the job of the good club leader.

Let us carry this leader just one notch higher in the scale of leadership where we might rate him as excellent. The excellent club leader has his eyes and ears open so alertly during the various meetings of his group that he is able to note specific problems that are coming up in the minds of some of the boys. He is willing to help them change a program that has taken hours of planning, so that it will more definitely help the boys to solve their problems.

For example, the group in working out the above program may have decided to have the hobby show to which parents are to be invited. The night of the show, however, several boys do not bring their parents. The alert leader may discover that the reason for this is that many of the boys think their parents old-fashioned and are ashamed of them. He will immediately seize on this as a means of building better home relationships. He knows that Johnny's mother has a beautiful copper collection from Russia. Jim's mother has done some beautiful handwork in Europe, which she has brought to this country. Someone else's father is an expert woodcarver. Consequently, this leader thinks — and this out loud—that it would be something different and

(Continued on page 415)

A Hobby Show—Just for Fun

By LILAS MIDDLEDITCH

NO PRIZES were offered, no ribbons awarded, and no honorable mentions made of the three hundred some exhibits shown at the third annual hobby show of Long Beach, California, over a week-end in late summer. Yet nearly 35,000 people sauntered into the municipal auditorium to visit the varied display sponsored by the city's Recreation Commission. Fully a fifth of Long Beach's population seemed interested in hobbies which were ridden mainly for the fun of the thing.

Whether you're nineteen or ninety-one, you'll want to "make things!"

Perhaps some of the Commissioned-fostered classes on school and beach playgrounds, in parks and indoor recreation centers, "worked" at play harder during the summer because they wanted to make a good showing to climax the vacation. But hobbyists are everlastingly at it the year 'round in Long Beach!

A hundred and fifty adults between the ages of nineteen and ninety-one drop in the downtown Bixby Park at their convenience three days a week to make both Indian and original baskets under the leadership of a woman who rode the basketry hobby a score of years before she commenced teaching. Here, too, children make baskets or engage in other handcraft. Over 200 boys and girls spend much of their spare time at northside Houghton Park constructing and flying model airplanes under guidance of an ex-flier who understands both children and planes. Another large group frequents the marine stadium and lagoon, building and sailing miniature boats. Belmont Recreation Center's eastside handcraft shops offer varied opportunities to adults and children to ride creative hobbies — wood and soap carving, puppetry, painting and what-have-you in your own original mind! At Silverado Park a westside shop is open to the public.

In addition to the best products of hobby-time at these centers, the hand work of many individuals and several clubs contributed to the 1936 hobby show.

Just a Few of the Hobbies Shown

One youth brought in a complete "Al Barnes' Circus" in miniature which had taken him three years to copy. Another, whose hobby was hiking, displayed a diamond back rattlesnake which he had killed during his vacation in the high Sierras. A third showed black widow spiders in all stages of their development. This exhibitor believes that he has discovered a larva which will feed on the eggs of the poisonous pest.

A resident whose hobby is rolling his own vacation home luxuriously, displayed a palatial yacht of his own design. Another showed a modern, good looking house car which he had built entirely himself. A septuagenarian exhibited a string of no-two-alike buttons which she had begun at the age of seven. A collection of gourds grown in town during the summer kept their owner busy explaining that he truly had not painted them their brilliant hues.

Members of local sketch and camera clubs supplied many fine examples of their artistry. Bait and casting club members demonstrated their skill with rod and line.

Entertainment Programs, Too

Entertainment was almost continuous while the show was on. Music was supplied by organiza-

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Some Hazards of Recreation

By FRANK S. LLOYD
Professor of Education
New York University

THERE IS AT this moment no adequate answer to the question "what are the hazards in recreation?" Most of the grouping of fatalities and accidents which come to us through sources such as "Accident Facts"* include some phases of recreation. The question is raised, how many of the auto fatalities and accidents are due to recreational use of the car? In the sailing, swimming and flying accidents the same question might be raised. Many of the firearms accidents and fatalities must of necessity be recreation accidents. This is particularly apparent when 4 to 7% of the accidents in the home during the past five years have been due to firearms.

This address by Dr. Lloyd was presented at the Seventh Annual Greater New York Safety Conference held in March, 1936. Dr. Lloyd's study of Safety in Physical Education in Secondary Schools is well known to recreation workers and physical educators. It was published by the National Bureau of Casualty and Surety Underwriters, New York.

The inadequacy of our present figures on accidents in the field of recreation is further illustrated when one considers walking and camping, and the accidents due to construction and crafts as well as those in the home. The question then which must sometime be answered is "of the 99,000 people who were killed as a result of accidents during the year 1935, how many of these deaths resulted from recreation pursuits?" The same would apply to the 9,600,000 injuries which were sustained due to accidents during the year 1935, and the estimated cost of three billions of dollars.

Some indication of these percentages may be obtained from a study of insurance figures for 1931 in which an analysis of some 64,000 accidents was made. Of these 64,000 accidents, approximately 12,000 or 18.5% were due to recreation pursuits. Utilizing this percentage for national comparisons, it would mean that of the nine and one-half millions of injuries due to accidents, 1,158,000 would be attributable to recreation pursuits. This study further analyzed the cost of these 64,000 accidents and found that the total group cost a little over thirteen millions of dollars. Of this $788,000 or 13.6% was expended on recreation accidents. Transferring this proportional percentage to the three billion estimated cost of accidents for 1935, it would indicate that 408 millions of dollars were spent for accidents directly attributable to recreation pursuits.

In some of the studies related to the schools, particularly in the field of athletics, it has been shown that approximately 50% of the accidents in these fields are avoidable. In general, both the schools and the recreation centers conduct their recreational activities under good supervision. Many of the activities resulting in fatalities and accidents reported in our national accident statistics, however, would not be under expert supervision and therefore 50% as applied to these areas would be exceedingly conservative. Let us assume that only 50% of the recreation accidents can be avoided. This would mean on the basis of these estimated figures that approximately 900,000 accidents could be avoided next year, with a saving of 204 millions of dollars. In order to effect these savings, it would be necessary that there be established procedures which would insure the use of safe equipment and facilities and the provision of supervision which whilst it would not reduce the enjoyment of these recreational pursuits would tend to eliminate unnecessary hazards.

The problem of accidents in recreation is still further complicated by the many areas in which recreational activities are conducted. On outdoor playgrounds we would have the problem of concrete floors and the construction of equipment, but in buildings utilized for play one would have additional problems of craft shops and gymnasiums, of the hazards of swinging doors and poorly-lighted and constructed stairways. Should one's program include swimming, it would bring with it a number of additional hazards, particularly if this swimming be allowed or "winked at" in un-

* National Safety Council, New York City.

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supervised areas. If the recreation program be extensive enough to include the utilization of outdoor spaces for hiking and camping then the hazards of hitch-hiking if that pernicious procedure be allowed, proper selection of sites, purity of drinking water, and guarding against poisonous plants, insects and reptiles would be added to the picture.

How Safe Is the Playground?

In general, we may say that the playground or recreation center is a very safe place in which to recreate. The degree of safety of course will depend upon the nature of the building and facilities and the type of leadership which is available. The degree to which these areas may be made safe is indicated in the Los Angeles study where an incidence of 2.04 per 100,000 accidents was reduced to 1.27 per 100,000 as a result of an extended safety program. As far as we can now estimate the accident incidence of a recreational center is about the same as that of a school. The school rate for the elementary and junior high school is approximately 418 accidents for 100,000 pupils. It should be remembered that in order to get the exposure rate these 100,000 have to be multiplied by the number of days which they attend school. In recreational centers we found a rate of approximately 400 per 100,000. This last figure is tentative as the pupil attendance figure for the recreational centers has not been effectively established.

The need for recreation centers in the City of New York is a peculiar one. Making a comparative analysis of the accidents sustained by school children it is found that for the nation 36% of the accidents occur in the school buildings and grounds, while 23% of the accidents in New York City occur in these areas. For the nation, 9% of the accidents occur as the child is going to and from school, but in New York City, 46% of the accidents occur as the youngster is going to and from school. When it is further realized that 2% of the automobile accidents to children under 16 years of age are fatalities, the significance of this figure is made more apparent. For the nation, 44% of the accidents occur in the home, while in New York City only 23% are home accidents. The Police Department figures indicate that 12% of the accidents in the street to children under the age of 16 are due to playing in roadways.

A closer study of these figures indicates that proportionally there are more street accidents in New York City, which in all probability is due to lack of play space. That there are fewer home accidents, but this is less a compliment to the home than it is to the nature of the home which forces the youngster on to the streets. That in New York City there is greater opportunity for street accidents as children are compelled in many cases to pass over hazardous areas in going to and from school. These figures should indicate the absolute need for adequate recreational areas whether these be in the form of restricted play streets, adequately constructed play areas, or parks.

At a recent conference on recreation problems in New York City, it was brought out that one of the immediate procedures for a more effective recreation program is a more effective utilization of the present available facilities. This becomes more obvious when it can be shown that 60% of the street accidents to children under the age of 16, occur during the months, May to October, while the corresponding six months from November to April account for only 40%. Further, that the highest number of street accidents occur during the months of May and June, and further that the incidence of school and street accidents is very high in the months of September and October. It would appear, therefore, that children begin to play more extensively in the streets of New York City between the period of May to October, that during this time there must be provided adequate recreation facilities to handle these children and reduce the number that are compelled to play on the streets. The need for this becomes increasingly apparent when it is realized that playgrounds do not tend to be opened until the end of June, and close on the fourth of September.

The need for more effective recreation areas in the City of New York is apparent if we are to reduce the number of accidents and fatalities to children and wish to promote an adequate play and recreation program for our youth. Every means must be taken to provide the facilities and the proper leadership and then utilize the very best educational procedures to attract the children to these centers. Remembering that a

"Every public and private agency in the community must be interested in the creation of a public attitude that will demand safe play centers properly manned, will create in the child and in the adult the desire to recreate in these areas, and will make certain that every center is an area for effective living."

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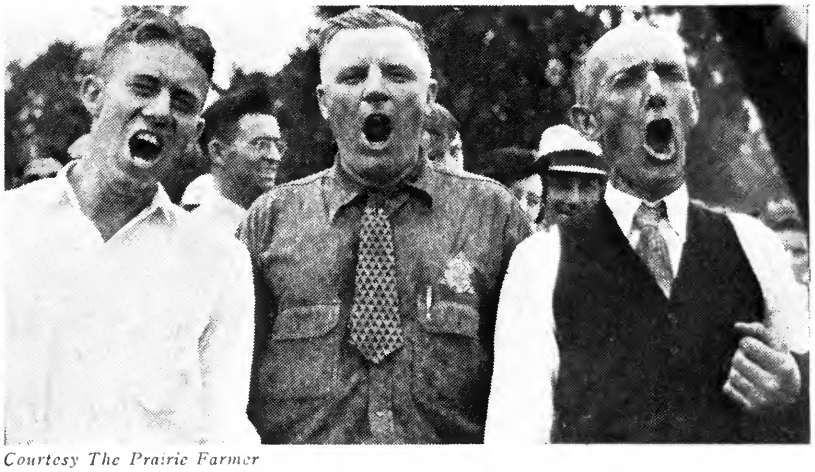
Farm Olympics

A rural sports festival delights Illinois folks



Courtesy The Prairie Farmer

They took part in hog calling instead of athletics, and what a competition it was!

THE BIG GAMES of the year did not take place in Berlin, according to farmers of Illinois, but at the Illinois Farm Sports Festival held for two days in September.

And such a festival! At ten o'clock the morning of the first day, seventy soft ball teams were battling each other for preliminary honors in adult, 4-H club and girls' divisions. Each diamond had from 100 to 300 enthusiastic supporters rooting for one team or the other, while the Illinois Agricultural sound truck careened about from ball diamond to ball diamond and from one activity to another, keeping interest at high pitch by announcing results and giving instructions and activities schedules.

Baseball was not the only item on the bill of fare. There were music and dance elimination contests watched by over 25,000 enthusiastic and appreciative persons. The barn dance laurels were won by the "Streator Ramblers" as the women swooped in bonnets, pantalettes and chintz-print dresses with their bandanaed, white-dressed partners. Of the eight members of the "Streator Ramblers" five were in one family—dad, mother, two sons and a daughter-in-law. The folk dance winners had as much fun as the spectators who watched them, so much fun, in fact, that these sixteen members of the Ford County Rural Youth Group plan to work up new and different dances for future entertainments.

Athletic events had their place in the program for boys and girls

Courtesy The Prairie Farmer

Then came the novelty band contests. There were tooting flutes, twanging banjoes and crude instruments fashioned out of pitchforks, saws, washboards, funnels and hose, and queer objects called "hoopernuffers" which are made of metal crackerboxes and cymbals on standards. Strangely enough, good music issued from these makeshift instruments played by spirited musicians whose costumes would arouse envy in the heart of any circus clown! The "Livingston County Apple Knockers," made up of "Pop" with his violin, one son with a guitar, another son with a bass viol, and a neighbor with his accordian, carried off first prize.

Sandwiched in between these events were community singing, short talks, band concerts and WLS radio entertainment.

The second day began with a tour of the Agricultural Experiment Station and a continuation of baseball and soft ball eliminations. Over the University of Illinois Campus, where all these events were held, came strange cries which must have startled the stately college, used as it is to freshman and sophomore "goings on." A scream of "Joha-n-ee come to din-n-e-r-r!" and a deep bellowing of "who-

o-o-e-e p-e-e-g! p-e-e-g!" and a musical "Here, chick, chick, chick!" announced that husband calling, chicken calling and pig calling contests were under way. The husband calling contest was entered by many who yoo-hooed and yodeled their Clydes, Johnnies and Archies home to supper, attempting by volume, firmness, appeal and originality to win the prize. A woman with a three-cornered whistle which seemed actually to speak her commands received the prize. The chicken calling contest was based on carrying capacity of voice, musical ability, harmony, cadence, action, general appearance in scattering food and variety of appeal.

It took a married woman with a determined mien to wrest the honors from an unmarried one in the rolling pin throwing contest. Three times out of six she knocked the hat off a bleary-eyed, red-nosed straw man. Beware, husband! Another woman's contest was one held in darning. The woman, a college graduate, who won by virtue of the delicacy of the weave and fine stitches in her darning exclaimed "This darning award means more to me than my Phi Beta Kappa key!"

Late in the afternoon the young folk competed in field, track and swimming events. There were tug-of-war and horse pulling contests as well as the following events: For boys — 50 and 100 yard swim, shot put, 880 yard run, 100 yard dash, high jump, pole vault, broad jump, relay race and horse shoes. All but the last two events were run in two divisions, one for boys under sixteen and one for those over sixteen. For girls there were a 50 yard and 100 yard swim, 75 yard dash and broad and high jump.

The checker players in the gymnasium annex played early and late. A farm adviser watching the games, observing the stiff ramrod posture of

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Illinois' best rolling pin thrower in action

Courtesy The Prairie Farmer

The girls had their part in the program

Recreational Activities for the Mentally Ill

By BEATRICE BROWN
Recreational Director
Butler Hospital

DURING THE PAST few years stress has been laid upon the value of supplementing work with play as a means of living a well-balanced and fuller life. Education should be vitally concerned with teaching and re-educating individuals in social and economic adjustments through the relation of recreation to work.

It has been the objective of the recreational department of Butler Hospital in Providence, Rhode Island, an institution for the treatment of mental illnesses, to introduce a varied program to help normalize life through the rehabilitation of mental, physical and social activities. The first superintendent of the hospital, Dr. Isaac Ray, realized the value of recreation as a therapeutic measure and stressed the need of a recreational center where such activities might be carried on away from the wards. In 1866 a building was erected containing bowling alleys, billiard tables and a reading room. As the demand for recreational facilities increased this building was remodeled in 1894. The second floor was made into an assembly room with a stage on one end. The first floor was transformed into a small gymnasium with added apparatus such as chest weights, Indian clubs, and dumbbells. Part of the second floor was removed and a large auditorium constructed. An addition was built containing kitchen, serving room, dressing rooms, stage property room, lounge, smoking room, and class room. The women's occupational therapy shop rooms occupied the second floor.

As the original recreational building was being constantly used for social and occupational activities, another large building was remodelled in 1916 into a gymnasium. The basement was transformed into bowling alleys and hydrotherapy rooms. The first floor was re-made into a social room, sewing room, and gymnasium floor. A balcony was built over one end of the gymnasium floor and was equipped with billiard and ping pong tables.

The hospital grounds offer many advantages for recreational activities. Facilities for tennis, horseshoe pitching, baseball, golf putting, croquet, and lawn games are available. A natural wooded area offers material for nature classes. An outdoor fireplace makes it possible for picnic parties, and trails are inviting to those who enjoy hiking.

Learning the Patients' Interests

In arranging the recreational program effort is made to plan activities which have therapeutic value for the largest number of patients and which follow their expressed interests. To do this it is necessary to know something of the individual patient's background, her aptitudes, occupational interests, and hobbies. Shortly after a patient has been admitted she is visited by the recreation worker who describes to her the various recreational and social activities offered. At this time an Interest Sheet is given to the patient on which she may check her current interests. It reads as follows:

Please Check What You Are Interested In and Would Like to Know More About

ART
- Appreciating
- Sculpturing
- Painting
- Modeling
- Carving
- Sketching

BUSINESS
- Typing
- Stenography

CALISTHENICS

CURRENT EVENTS
- National
- World

DANCING
- Social
- Folk
- Interpretive

DOMESTIC SCIENCE
- Cooking
- Serving Meals
- Table Arrangements
- Flower Arrangements
- Entertaining
- Household Budgeting

DRAMATICS

FOREIGN LANGUAGES
- French
- Italian
- German
- Spanish

FASHIONS
- Styles
- Cosmetics

"Occupation and recreation are two of the most valuable parts of our daily activities for the nervously and mentally sick. They are extremely valuable as therapy-occupation that gives the feeling of developing a skill and doing something worth while, recreation that takes us away from our worries and humdrum routine and brings new realization of the joy of play. I believe that work and play often overlap in the experience of individuals and that the proper balance of work and play must be developed constantly to keep us mentally well and to help restore us to health if we get mentally sick."—*Dr. Arthur H. Ruggles,* Superintendent of Butler Hospital.

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GAMES
- Card games
- Table games
- Musical games
- Out-of-door games

GARDENING

HISTORY

INTERIOR DECORATING
- Color value
- Arranging furniture
- Period furniture

JOURNALISM

LITERATURE

MUSIC
- Appreciation
- Singing (Group)
- Instrumental
- Toy Symphony

NATURE STUDY
- Flowers
- Rocks
- Birds
- Trees
- Dish Gardens
- Weather Forecasting
- Stars
- Insects
- Water
- Animals

TRAVEL CLUB

PHOTOGRAPHY

Name:.....

It is felt that group activities for both men and women, when there is no segregation of sex, paves the way for social and economic adjustment and serves as an emotional release. It has been through such activities that we have stimulated some of our patients' interests. The following are some of the social and educational activities in which men and women participate:

Social and Educational Activities

Educational Lectures. This is a course given by distinguished speakers in art, travel, science and history. These lectures tend to stimulate creative impulses which may lead to the development of a larger interest outside of oneself. The various speakers are introduced to the audience by the patients. In this way they are helped to have self-control and confidence in meeting the public.

Nature Clubs and Gardening. These afford the patients opportunity to express creative and constructive abilities. They also offer physical exercise and stimulate objective interests. As an example of what has been done, the patients have recently mapped out a nature trail marking the trees along the route. To do this it was necessary first to acquaint themselves with the grounds and then to look up the various types of trees, then make the markers.

Social Recreation. These activities are many and varied, the indoor and outdoor programs, table games, guessing games and card parties. It is felt that such activities are an aid in making a social and emotional adjustment.

Musical Activities. Music serves as a balancing agent for over-active and under-active patients, and brings out self-confidence, self-consideration and cooperation. A weekly singing class has been most enthusiastically attended. Its members have successfully participated in an Old Folks Concert and an Amateur Hour, and have sung carols in the wards on Christmas Eve. Music appreciation hours, radio concerts, rhythm bands and dancing are other ways in which music is used.

Dramatics. This activity has a special value as a socializing agent and for the coordination of interests as creative ability, stage design and constructive work. It is during the winter months that several dramatic entertainments are held with an entire patient cast.

Physical Education. This serves as an energy outlet and physical stimulus. It develops wholesome interests and good sportsmanship. The patients participate in calisthenic classes, baseball, volley ball, basketball, bowling and tennis. Less strenuous games such as golf, croquet, and horseshoe pitching are also available for patients on modified schedules. As the patients become more perfected in these activities weekly contests and tournaments are held.

Movies. These are held weekly and are carefully selected for their educational and social value.

Dancing. A weekly social dance is held during the winter months. This serves as an energy outlet and a socializing factor.

Religious Services. Such services are held Sunday afternoon and are a comfort and benefit to those who attend.

Current Events. These classes keep the patients in touch with the affairs of the day and create civic interests.

Occupations. Carpentry, linoleum-block printing, metal work, printing of the patients' weekly magazine, and arts and crafts are engaged in by the men. The women are taught domestic science, household hints, homemaking, interior decorating and arts and crafts. In the occupational therapy department as well as in recreational activities effort is made to provide the type of work which may be carried on after the patient leaves the hospital.

A weekly program is submitted to each ward so that the patients may anticipate coming events. The programs are varied so that as many as possible may benefit, including the "lookers on" as well as those who participate.

The Summer Recreation Program

The following are copies of a winter and summer program for the Women's Service. There are similar programs for the Men's Service:

Monday

9:30-11:00 Arts and Crafts (U. D.)
9:30-11:00 Occupational Work (U. S.)

10:30-12:00 Gym Class (L. D.)
11:00-12:00 Horseshoe Pitching*
1:30- 3:00 Croquet*
3:00- 4:30 Baseball Practice (U. S.)

Tuesday
9:30-11:00 Arts and Crafts (U. D.)
9:30-11:00 Occupational Work (U. S.)
11:00-12:00 Group Walk*
10:00- 4:00 Visiting Day
7:00- 8:00 Toy Symphony Rehearsal (U. S.)

Wednesday
9:30-11:00 Arts and crafts (U. D.)
9:30-11:00 Occupational Work (U. S.)
10:30-12:00 Gym Class (L. D.)
11:00-12:00 Tennis*
1:00- 2:00 Golf Putting*
2:00- 4:00 Table Games*
7:00- 8:30 Ward Games (U. S.)

Thursday
9:30-11:00 Arts and Crafts
10:00- 4:30 Educational Trip* Swimming Party
10:30-12:00 Gym Class (L. D.)
1:30- 4:30 Lawn Activities*
7:00- 8:00 Toy Symphony Rehearsal (U. S.)

Friday
9:30-11:00 Arts and Crafts (U. D.)
9:30-11:00 Occupational Work (U. S.)
10:30-12:00 Gym Class (L. D.)
11:00-12:00 Current Events*
1:30- 3:00 Lawn Activities*
3:00- 4:00 Men's Baseball Game*

Saturday
9:30-11:00 Ward Work
11:00-12:00 Nature Class*
10:00- 4:00 Visiting Day
4:30- 6:00 Picnic Supper*

The Winter Recreation Program

Monday
9:30-11:00 Arts and Crafts (U. S. F.)
10:00-11:00 Current Events (Group 3)
10:30-12:00 Gym Class (L. D.)
11:00-12:00 Current Events (Group 2)
1:30- 3:00 Arts and Crafts (U. D.)
1:30- 3:30 Bowling (U. S.)
3:30- 4:30 Social Hour (U. S.)
4:30- 6:00 Fireside Supper
7:15- Movies

Tuesday
9:30-11:00 Arts and Crafts (U. S.)
10:00-11:00 Play Hour (U. D.)
11:00-12:00 Current Events (Group 1)*
1:30- 3:00 Arts and Crafts (U. D.)
10:00- 4:00 Visiting Day
7:00- 8:30 Rhythm Band (U. S.)

Wednesday
9:30-11:00 Arts and Crafts (U. S.)
10:00-11:00 Play Hour (U. D.)
10:30-12:00 Gym Class (L. D.)
11:00-12:00 Nature Class
1:30- 3:00 Arts and Crafts (U. D.)
2:00- 4:00 Special Program*
7:00- 8:30 Ward Activities (U. S.)

NOTE: U.S. — Convalescing patients; U.D. — inactive patients; L.D. — active patients.

"Recreation contributes more to the normal mental health of an individual than any other single factor. It is an outlet for frustrated hopes and shattered ideals. The art of keeping young and of being successful in any prolonged strenuous activity lies in the individual's ability to select a recreational program and adhere to it closely through life."

Dr. O. R. Yoder.

Thursday
9:30-10:30 Arts and Crafts (U. D.)
10:30-12:00 MusicAppreciation* Group Singing
10:30-12:00 Gym Class (L. D.)
1:00- 1:30 Argus Board Meeting*
1:30- 3:00 Arts and Crafts (U. D.)
1:30- 3:30 Bowling Party (U. S.)*
3:30- 4:30 Group Hike (U.S.)
7:30 "Escapade" (three act comedy)*

Friday
9:30-11:00 Arts and Crafts (U. S.)
9:30-12:00 Preparation for the dance (U. S.)
9:30-12:00 Editing the Argus (U. S.)
10:30-12:00 Gym Class (L. D.)
2:00- 4:00 Dance*
8:15 Basketball Game*

Saturday
A. M. Ward Work
10:00- 4:00 Visiting Day

Sunday
2:45 Chapel Service*

* Events for men and women

Through the cooperation and support of all the departments of the hospital it is possible to arrange such programs. All types of recreation for each patient are given under medical advice. It is through the approval, enthusiasm and encouragement from the medical staff that we are able to carry out many of our projects. The ward nurses assist in planning and preparing for the activities and in seeing that the patients are present. They also take an active part in the functions which serves as a stimulus for the patients to likewise participate in the activities. The housekeeping department furnishes all household supplies and much of the occupational work. All new equipment and replacements are made through the business office. Although the Occupational Therapy Department is a separate unit it goes hand in hand with the recreational work.

"The respective aims of recreational therapy for so-called normals and the mentally ill are fundamentally different. . . . For the mentally ill, the therapist should aim to get the patient into some form of activity which he will like, will do voluntarily and which will have desirable social values. This procedure is essentially reeducational." — *John Eisele Davis* in *Principles and Practice of Recreational Therapy for the Mentally Ill.*

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Play Leader for a Day

By VICTOR H. TAYLOR

LAST JULY the Municipal Recreation Commission of Syracuse, New York, conducted elections for playground leaders in an experiment which proved so successful that the plan may in the future be put into effect two or three times a year instead of once.

Some Objectives

The purpose of conducting the elections was both educational and recreational. We found that many of the children did not know what primary day meant. Instead of telling the boys and girls on the grounds just what was expected of them, we suggested that they go to their respective ward politicians to learn about primary days, how elections are run, and what rules and methods should be used. We wanted to see what type of boy or girl would receive the votes of the young politicians. In practically all cases we found that the natural leader was elected in the parks. It convinced us that the successful candidates were not the versatile athletes but the real leaders in their particular groups. In many cases it showed that the play leader or "assistant-to-be" was the one who visited the park most frequently.

One reason for conducting the elections was to make certain that the boy or girl would be of assistance to the employed play leader for the rest of the season. The elected officers soon discovered that their duties were many and varied and that there was more to recreation than the playing of games. We wanted, through the election, to invest some authority in the boy or girl who was a natural leader so that he or she might carry out the work for the day. We were anxious, too, to develop initiative and leadership. The successful candidate was expected to plan a program for the day in accordance with his best judgment, and each officer was required to take over his or her group and conduct activities for it. We soon discovered that these officials were keen to detect the improvements which were needed on the playgrounds, and these were incorporated in the platform of their parties.

Last summer the playgrounds of Syracuse held their first annual election of boy and girl playground leaders. The election was preceded by primary day on July 21st, and from 9 A. M. to 4 P. M. the polls were open to receive the names of candidates wishing to enter the race. Victor H. Taylor, Program Director of the Municipal Recreation Commission, tells us in this article how it was done.

One objective which we had in mind in planning for one day in which the children themselves would serve as play leaders was to see how many more children we could interest in coming to the parks, thereby increasing the number of participants for the month of August when the climax of the season's activities would come.

With these goals and many others in mind, we felt that holding the elections would be a step forward in promoting a feeling of cooperation between the play leaders and the children who frequent the parks.

Election Day Arrives

Election day was held on July 24th and the polls were open from 9:00 A. M. to 4:00 P. M. Electioneering started early in the morning; signs were posted on all playgrounds; campaign speeches were made from soap boxes; sandwich men paraded the grounds with signs on their backs, and both boys and girls started to campaign in the neighborhood to bring the children out for voting. Candidates and helpers carried the ballots which were made by the play leaders. The candidates or parties had their platforms, and all pledged themselves to carry out the planks in the platform. Promises of all kinds were made to the populace. When the voting became a little light the candidates strayed around the park and joined in the activities, although they were constantly on the lookout for the late voter.

In arranging for the election we discouraged the idea of using the names of the national major parties. Such names were evolved as the Square Deal Party, Rinky-Dinks, the Sluggers, the Yankee Party, Valley Eagles, the Valley Panthers, the Oogies, the Slackers, and others.

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Going Back to the Good Old Days!

New York City's Park Department conducts its annual barber shop quartet contest, and many happy memories of old days are revived

NEW YORK CITY stepped back into the brown derby, mustache cup, tonsorial parlor era this fall for the second annual American Ballad Contest for amateur barber shop quartets conducted by the Department of Parks. For weeks the comparative peace of neighborhoods in all the five boroughs had been shattered by some thirty-two earnest quartets soulfully rendering the songs of the "good old days" with close, and sometimes maybe not so close, harmony. But it was a large and appreciative audience which gathered for each of the local contests and a month later went to the new Randall's Island Municipal Stadium for the similar though somewhat more elaborate spectacle of the finals.

And it *was* a spectacle! Around the bend of the brightly lighted stadium track passed the traffic of the period — a wooden-wheeled bicycle, a carriage, a plow horse still in harness bestraddled by a farmer lad. Women with ruffled parasols strolled or rode by; a white wing threaded his way in the crowded street; a hay wagon rumbled by and a load of noisily shouting college boys sputtered along in one of the first automobiles, while up on the "corner," set up on the stage, the proprietors of Park's Tonsorial Parlor prepared for trade, and the barkeeper, pushed out between the swinging doors of his establishment, looked up the street for prospective clients and eyed his "Beer 5¢" sign with satisfaction. Across the stage street a pawnbroker and tobacconist kept shop and near the barber shop was Me Sing Loo's laundry. Old-time music played by the Fire Department band further helped to create the illusion of times past.

On They Came!

Park Commissioner Robert Moses said a few words and the contest was on. Up they came, one after another, sixteen sets of four, and each four except the four city department quartets were in the costumes of 1905 or thereabouts. There were dandies, street toughs, policemen with mutton chop whiskers, farmers and newsboys. Costumes were required, and all four members of a quartet were to dress alike, although each quartet chose its own appropriate-to-the-period outfit. The long program "bills," colored and four times as long as broad, announced the names — among them "The Little Shavers," "The Tallyho Quartet" and the "Fireside Troubadors." Members of each quartet put their heads together, found the pitch and broke into old-time "close harmony." The quartets, by rule, were restricted to non-professional basses, baritones and first and second tenors and no age limits were set. A piano, tuning fork or harmonica were used for finding pitch, but no accompaniment was allowed. Each quartet sang two songs, one of which had to be from the following list. The second song might also be selected from this list, or any other "harmony" song or popular American ballad might be selected provided it was written prior to 1905. No song was to take longer than six minutes to sing.

(Continued on page 420)

The American Forestry Association Meets

By E. C. WORMAN
National Recreation Association

The American Forestry Association has a twofold purpose in its program. It seeks "to protect and perpetuate trees, forests, wild life and related renewable resources," and "to open fields of enjoyment to people throughout the world by helping them to a wider knowledge of the out-of-doors."

THE FORESTS of America are for the use of the people. While scenic beauty can and must be preserved, yet, if properly controlled, the forests constitute a sound base for the economic life of the population and a vast resource for the enjoyment and recreation of the people. Thus Mr. Philip W. Ayres, Acting President of the American Forestry Association, set the keynote of discussion in the joint meeting at Eagle Mere, Pennsylvania, of the American Forestry Association with the Fiftieth Anniversary of the Pennsylvania Forestry Association. He thereby reaffirmed the twofold purpose of the American Forestry Association, namely, "to protect and perpetuate trees, forests, wild life and related renewable resources" and "to open fields of enjoyment to people throughout the world by helping them to a wider knowledge of the out-of-doors."

The ideals thus set forth by one of the pioneers of forest preservation have been tardily recognized in some states. William Penn laid down the principle in the founding of Pennsylvania that there should be one acre of forest land to every five acres of cultivated land. Yet until fairly recent controls were set up the forests of the state were threatened by a "cut out and get out" type of forest exploitation. While the American Forestry Association early thought of forests as offering "fields of enjoyment to people," it was not until 1913 that the children of the state were given the use of forest preserves for recreation.

Mr. Ayres pointed out that in New Hampshire, his home state, they had by careful control of forests preserved and made accessible the most scenic areas, which in 1935 drew 2,500,000 recreationists. At the same time they used portions of the forests which should be cut and established small factories which employed thousands of people, in no way interfering with the recreation value of the forest preserves.

The American Forestry Association was organized in 1875 and has been a national factor for conservation since 1882. The organization has a membership of 14,000 men and women in many states of the union and in foreign countries throughout the world. Its membership fees range from "Subscribing" at $4.00 per year to "Life" at $100.00. Membership carries with it the monthly magazine *American Forests;* a discount on books of nearly every publisher; free service of the Association Forester; advise on all kinds of home landscaping problems; information relating to legislatures and governmental activities; free travel, recreation information and photographic services. Members are also entitled "to ride into the nation's remaining wilderness areas with the Association's Trail Riders of the Wilderness" on an actual cost basis.

The program of this joint meeting of the American Forestry Association with the Pennsylvania Forestry Association was designed to cover two major subjects— Flood Control and Recreation. The fact that parts of Pennsylvania had been ravaged by the spring floods naturally led to a major portion of the discussion centering around flood control with special reference to the relation of forests to floods. Two schools of thought were present, one the engineering and political who are pressing for immediate action in building of dams and dikes for flood water control; the other taking a long look at the research problems involved in the preservation, proper use, and renewal of forest areas.

The discussion of recreation centered naturally around the work of the CCC in opening up picnic areas, forest roads and trails, erection of cabins, etc. The attitude of the public toward these projects was voiced by two delegates. One, a long time resident of Eagles Mere (where the conference was held) at first objected seriously to the

(Continued on page 421)

Training for Playground Leadership

Do you have the problem of training NYA workers? This article will tell you how one city met it.

By W. F. TEMPLE, JR.
General Supervisor of Recreation
District 61, NYA, Ohio

WHEN THE National Youth Administration of Cleveland, Ohio, was asked by the Mayor's Advisory Committee on Recreation to provide playground assistants for the summer program, the need for training of these young workers was keenly appreciated. Emphasis was placed on the word "assistant," for it was realized from the start that if recreation standards were to be maintained training must be so directed that the untrained people who took the courses would not go into the field with an inflated idea of their ability. No attempt was made to stifle individual initiative, but it was made clear that in two weeks a trained worker could not be graduated. In fact, in several courses there was little hope that the material could be used at all in the present program, the aim being only to expose those in the course to the need for that particular type of training and to give to them a slight knowledge of the technical possibilities in the field.

With only part-time jobs on the playgrounds available for the young people, the problem arose of fitting them most effectively into the program. There was no doubt in the minds of the planners that the assistance was greatly needed, but with only forty-six usable hours out of each month, it was felt to be unwise to employ the workers for a week and then lay them off for three. All contact with the children would be lost. It was felt, therefore, that the greatest benefit could be derived by having a youth report for two hours a day to handle one special activity. In that way he would develop a certain skill, and would report to work at the time of day when that activity was scheduled for the daily program. The children would expect him daily and he would be able to build up a definite relationship with his group. With these points in mind, plus a list of the activities conducted on the playground, the organization actually began.

The National Youth Administration, providing workers, as it does, on a part-time basis, has a task different from that of other Federal agencies. Its purpose is twofold. It must provide some sort of vocational training to the youth it employs, and at the same time it must perform a real service to the community. For this reason training is a most important consideration.

NYA is not equipped to have on its staff specialists in the many and various fields. Nevertheless, it was felt that if the maximum benefit were to accrue the finest teaching staff in the city would be necessary. The plan, then, was to ask the busiest people in town to devote a little of their time to the school. Actually fifty-three different individuals contributed time, some more than others. In several of the special activities an outstanding person was asked to take the responsibility of acting as supervisor and having a teacher on hand each day. The course itself was outlined and each teacher knew beforehand what she was to teach, thus removing the possibility of duplication in curriculum. Working materials were supplied jointly by NYA and the City Recreation Department, and all classes were held at the Cleveland Municipal Stadium, with the exception of those that contained field trips.

The Institute Program

The actual curriculum was designed and redesigned so the completed course would give to the student some idea of general recreation work, some inspirational lectures and would stress actual activities. When completed it allowed for two hours of general lecture every morning to be heard by all the student body. After the lecture period, classes in seven special activities were run simultaneously. The youths entered for the training were interviewed prior to the opening of the institute and it was decided beforehand which special activity they would enter, to remain in that

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activity until the end of the sessions. The general lectures, lasting an hour, covered the value of the seven special activities to the general program, so that each would have some notion of the subjects that the others were studying. Into these periods were brought well-known lecturers who talked, in addition, on such a wide variety of subjects as:

"The Social Significance of Recreation"
"Group Leadership"
"Playground Safety"
"First Aid"
"Organization and Care of Equipment"
"Special Activities for Girls"
"Age Groupings"
"Special Feature Days"

Into the general lecture session were also inserted five periods of low organized games and two periods of community singing.

The special activities section of the curriculum included handcraft, story-telling, high organized games, nature activities, wrestling, boxing and gymnastic stunts, singing games, and folk dancing, and special activities for girls.

The personnel for the institute was drawn from every agency in Cleveland that had a specialist on its staff. The Cleveland Public Library took over the organizing and directing of the story-telling course. Every day one of the librarians in charge of children's work was present and advanced gradually to the point where at the termination of the sessions the girls in the course did an excellent job of reading. The Museum of Natural History organized the course in nature study. The NYA workers were shown methods of collecting, bird and tree identification, campcraft, nature games, and were given an illustrated lecture on the facilities of Cleveland's Metropolitan Park System. This group was almost continuously in the field and the report is that as a result a decided interest in nature work has arisen on some of the playgrounds.

The other courses were in the main organized by the institute staff. In several activities one agency had the available personnel to handle the entire task. So with the aid of more experienced heads the courses of study were worked out and individual teachers in the various fields were asked to come and handle a section of the work each day. In this way the students were assured of continuity of work, although the teachers themselves were different each time. The staff for the following day was informed of what had been taught up to that time.

Results Secured

The reactions of both teachers and pupils were excellent. Undoubtedly there were many workers too young or too immature or too disinterested to derive much benefit, but the great majority, after the first day, entered into the study with a fine spirit. This may have been due in part to the excellent inspirational talk given to them on the first day by one of the city's outstanding speakers.

One of the most interesting trends in the two week period was the obvious change of spirit from a grudging acceptance of the training at the beginning, and a worried interest in the next pay day, to an exuberant interest in the material offered.

Several weeks have passed since the work was completed, and while it is still early to evaluate the work in the light of the increased playground program, several facts stand out. We can use as a partial record the reports of the youth themselves. We can take as another result the removal of these workers from NYA part-time employment to full-time employment by the City Recreation Department.

Three NYA workers took and passed the Civil Service examination. Since that time four others have been hired as temporary assistants. There is a noticeable discrepancy in ability in several other cases. NYA workers have reported that they would like to be transferred to another playground as they feel that they can do a better job than the full-time worker to whom they are assigned, and they would like to continue to grow in their jobs.

Probably the most valuable contribution of the institute, while not very tangible as a result, was brought to light in a recent meeting of the Cleveland Settlement Union. The unanimous opinion of the settlement heads in Cleveland was that those who had been fortunate enough to attend the training course had returned to their work on the playgrounds with an increased vigor and a strengthened morale. Their interest in the work had been multiplied and they are experimenting and studying to make themselves more effective. If that report is true, NYA can be said to have completed a part of its job. Whether or not recreation in this city expands to such an extent that it will offer full-time employment to many of these young people, their deterioration has been stopped and they are again looking forward to a life of extremely useful work. They have been shown that recreation, as a profession, is a real job, and not merely a time-filler, and that to be at all successful it must be studied.

WORLD AT PLAY

Park Pools Become Skating Rinks

THIS summer the Park Department of New York City opened ten new swimming pools. Despite the fact that none of the pools was in use during the entire season, 1,790,382 individuals used the pools through September 18th. Of this number 604,405 were children. Receipts for the season at these new pools and at two old ones were over $175,000. A charge of 20 cents was made for adults and of 10 cents for children under fourteen years of age except on week day mornings when the children were admitted free of charge. Two days after the pools were closed they were reopened as play centers, the wading pools becoming skating rinks and the larger pools being transformed into game courts. There were facilities for forty-seven games of paddle tennis, fifty of shuffleboard, ten of volley ball, twelve of basketball, and forty-four of handball. Small children of pre-school age will have the use of the wading pool areas until three o'clock each day when they will be reserved exclusively for roller skating by children of elementary school age.

Flower Shows in Philadelphia

THIS year for the first time the Bureau of Recreation of Philadelphia, Pennsylvania, introduced city-wide flower shows which resulted in a beautiful display of garden flowers and home grown plants on the various playgrounds. Excellent taste was shown in the arrangement of many individual bouquets and baskets. Several centers awarded ribbons for the most attractive bouquets and baskets, for the best old-fashioned bouquet, and best home grown plant.

A Program for Shut-ins

THE program for shut-ins conducted by the Playground and Recreation Association of Wyoming Valley, Pennsylvania, has been maintained during the summer. From fifteen to twenty calls a week were made on people shut in by permanent disabilities. Each Thursday evening a shut-in radio program has been broadcast to which the best talent in the city has contributed, including the Little Theater and various choruses fostered by the association. There are now 150 shut-ins in the club, each one visited by a volunteer worker.

Chicago Folk Dance Festival

A folk dance festival attended by 25,000 people in Soldiers Field brought to a close Chicago's celebration of Labor Day. Sixteen hundred dancers from the park field houses and neighborhood organizations stamped, clogged, swayed and pirouetted through the intricate figures of the native dances of twelve nationalities.

Make Bird Study Your Hobby!

THE United States Biological Survey at Washington, D.C., has issued an appeal for more volunteer observers of bird migration in the South and West. Individuals in these two regions interested in becoming bird observers are requested to write to the Biological Survey. The main classification is ability to identify birds. "Bird migration observers," says the *New York Times* in announcing the Federal Bureau's request, "serve without pay largely because they find their work a fascinating hobby. Some of them make a game of keeping track of birds and especially in noting the arrival and departure of migratory species. In some areas on important migration routes observers have listed more than 100 species daily. Their reports provide facts that are particularly useful in establishing regulations for hunting waterfowl."

WPA Recreation Directors

MORE than 18,500 playground and recreation workers have been taken from relief rolls and given jobs by the WPA on recreational projects, according to the Division of Research and Statistics of this agency. This number is only a small part of the more than 2,000,000 who have been taken off relief and put to work on WPA projects throughout the country.

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An Active Playground Association — Utica, New York, is one of the few cities which still has an active private playground association working to support the program of the municipal recreation department. Established thirty-seven years ago, the association is giving exceedingly valuable assistance to the recreation department. On July 20th the association held its annual meeting which took the form of a reception for the staff and playground directors of the recreation department. Officials of the association told of its early history and activities, and a number of the playground directors spoke on various phases of the summer's program. This summer there were eighty-six play leaders on the city's seventeen playgrounds, thirty-eight from WPA and eight from NYA.

Parks in New Jersey — The Union County, New Jersey, Park Commission reports that the value of real estate given the Commission for park purposes by municipalities, corporations and public-spirited citizens exceeds $750,000. This represents approximately one-third of the amount spent by the Commission in acquiring properties during the past fifteen years. Eleven WPA projects are now being carried on in parks, employing about 1,100 men.

A Church Cooperates—The June issue of the bulletin published by the Evangelical Church of Alton, Illinois, contained an announcement of the opening of the summer playgrounds of that city. It stated in part: "We have been requested by the superintendent of playgrounds of our city, Mr. Russell Foval, to announce to the members of our church that all playgrounds are now in operation for the summer. We believe that supervised play is very wholesome for child life. There is a fine chance to keep the children of our city occupied with worthwhile things. Let them use up their surplus energy in that way and they will not get into mischief. It is hoped that all of the parents of our church will let their children take part in these activities."

A Model Camp—The National Park Service is developing as a recreational demonstration project a model camp for Oklahoma's underprivileged children. The camp, which is being constructed in the Lake Murray State Park, will have three units of six cabins each. In addition, there will be an administrative building, dining hall, counselors' cabin, infirmary and recreation hall. The operation of the camp will be in the hands of some accredited non-profit organization to be selected by an advisory committee on camping composed of public-spirited citizens from various parts of the state.

The Westchester Workshop — The Westchester County Workshop at White Plains, New York, has opened its 1936-1937 season with an extensive program offering a choice of twenty-four courses in the leisure time arts and crafts. In line with its expanding policy, the Workshop this year is offering assistance to clubs, schools and institutions interested in establishing or conducting courses in the arts and crafts. Miss Kathryn I. Young, newly appointed director of the Workshop, will be available for conference with local groups desiring to organize programs in their own communities. When units have been organized they may call upon the services of the trained teaching personnel provided by the Recreation Commission with the cooperation of the Works Progress Administration and the Adult Education Program.

Kenosha Develops Recreation Facilities — Kenosha, Wisconsin, has completed its Lake Shore stadium erected on filled in land and enclosed with a fence purchased from the Chicago World Fair. The area contains an attractive building and in the field surrounding it are areas for softball, baseball and other sports.

A Park for Ann Arbor—Schutzenbund Park, a historic landmark famous in Ann Arbor, Michigan, as the scene of many German gatherings and celebrations, will become a public park as a memorial to the late Michael J. Fritz. The park, a wooded tract of about five acres, has been offered to the city by Mrs. Elsa DeFries and John C. Fritz, niece and nephew of the late Michael J. Fritz. The development of parks for Ann Arbor

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was one of the chief interests of Mr. Fritz who served for twenty years as a member of the Board of Park Commissioners. The gift to the city provides further that the Fritz homestead be carefully razed and the material used in construction of a park shelter in the new park.

A Conference on State Parks — On August 31st and September 1st at San Francisco, California, there was held a Far West Regional Conference on State Parks sponsored by the National Conference on State Parks. The selection, administration, development and conservation of state parks received much attention. Consideration was also given to the human values of state parks and the importance of recreation was stressed.

Pittsburgh Makes Merry!

(Continued from page 387)

Finance Committee. The Finance Committee handled all moneys and O.K.'d all bills. No other committee was permitted to make purchases or expend any money. It bought the gadgets and tickets and granted concessions for refreshments at $5.00 each.

Publicity Committee. The function of this committee was to have full charge of publicizing the Hallowe'en Party in newspapers, over the radio, in trolley cars and department stores. All matters of public interest requiring publicity were sent to the chairman of the committee.

Judging Committee. This committee procured judges for all competitive events. From three to five judges were selected for the music contest and an equal number for the dancing competition. The following numbers of persons were required for costume judging:

Children under 12 years of age	3
Children over 12 years of age	3
Funniest costume	3
Most unique costume	3
Making of masks	3

This committee was also responsible for the formulation of rules and regulations governing the contests.

Policing Committee. This committee secured the permit for the Hallowe'en Party, and was responsible for directing traffic, policing the park and grounds, and furnishing barriers and stanchions.

Tickets and Printing Committee. This committee was responsible for the printing of all tickets which were distributed through the offices of the Bureaus of Parks and Recreation and were on sale at all recreation centers and park offices. Contestants purchased the tickets for five cents, thereby securing the privilege of entering any competition and of obtaining a package of gadgets for merrymaking.

Public Welfare Committee. This committee provided all the necessary first aid equipment, and secured the services of a nurse. Headquarters for first aid were in a special tent which was furnished with cots, blankets and other essential equipment.

The results of the first experiment were so satisfactory that the scope of the celebration has been extended to other parts of the city. The North Side, formerly the City of Allegheny, this year had in its principal park a program similar to that held in Schenley Park Plaza. The entire group of civic bodies sponsored the affair.

Rehabilitation at Sixty-two

(Continued from page 388)

merous periodicals provided the basis for the research.

Many patrons of the Department have been contributors, supplying switches and hair combings for the wigs, and with the use of peroxide, ammonia and hair dye, the color schemes have been arranged to suit the requirements. Feather-bone was used for stiffening the foundations which were made out of chamois skins and Japanese shavings used for stiffening the hair. Skilled operators used irons to curl or marcel the hair according to the head-dress of the desired period.

The picture with its surrounding inserts shows the head-dress and wigs of the fairy princess, the old lady and gentleman, George and Martha Washington of the colonial period, women of the gay nineties, and a friar monk.

Growing out of this special experience, the following results have been secured: the rehabilitation of several individuals through the development of their vocational ability as wig makers; the utilization of waste materials; the manufacture of equipment and supplies, and finally the provision of a number of wigs for actors participating in the plays and pageants presented by the Pasadena Department of Recreation.

Chicago Reorganizes Its Park System

(Continued from page 390)

ties since to do so would lead the citizens to expect that with the termination of the project the park would continue the activity—an impossibility with the huge expansion of program accomplished because of the project. Strictly park activities were limited to those possible of continuance under regular park forces. However, in many activities texts have been written to be used by instructors and club members so that the club program may be carried out on a self-managed basis when the project is terminated.

Another group has been repairing equipment and making new equipment. Among other things they have built the boats used at the beaches and the floats for the Venetian Night Program. New arts and crafts enterprises have been opened; for instance, an experienced lapidary has organized a group which makes its own jewelry. Another group is working (with cooperation from educators of McCormick Fund Organization and other authorities) on the play of very young children in an effort to develop better methods and techniques in recreation for small children. The findings are being made available so that they may be used by playground and community center leaders. Still other groups are developing plans for future field houses, planning repairs and alterations of others to be made when finances permit, recording activities for publicity and historic purposes, and advertising the work of the parks by photographs, posters and radio programs.

Reorganization An Aid to Morale

Idleness seemed to be a disaster, paralyzing hope and initiative among the unemployed rather than affording opportunity for self-improvement and adventurous exploring of new interests. Reorganization was a dramatic way of striking at the root of hopelessness by commanding attention, requiring new interpretation of what community recreation service means, and shocking people into realizing that leisure can be constructively used. It forced them into social, cooperating and active groups where friendliness and constructive activity abolished the feeling of loneliness and brought about a social re-assembling which developed a new morale and a healthier neighborhood spirit in the people of Chicago.

Not only was morale on a higher level, but the facilities and services of community parks and field houses was estimated to have increased 38%, of beaches 33% and golf course, 37%.

Planning the Party

(Continued from page 394)

duct the program leads the party for that season or holiday and all of the members of other social recreation teams participate. At its close, all sit down with notebooks and pencils, or are given mimeographed material, and go over each game taught that evening. Thus all learn new games at each party of the month. If these parties are given about two weeks previous to a holiday, the teams can go back to their own community or organization and lead the same party for their own people.

Exchange of Services and Visiting. When teams have gained experience in leading parties in their own communities and at the party of the month, then they may exchange services or lead programs in sections having no teams, incidentally helping new groups to organize. They will find happiness in serving others and in making new friends through these visits. Soon the teams will take more pride in their ability, will try to be the best of all and to secure the most invitations to lead

(Continued on page 415)

Among Our Folks

THE CITY COUNCIL of Danville, Illinois, has appropriated $8,000 for a leisure time program. Robert L. Horney has been made Superintendent of Recreation.

Great Falls, Montana, has initiated a year-round recreation system, with Frank Kammerlohr as Director of Recreation.

A. O. Anderson, formerly in charge of physical education and recreation in Kansas City, Missouri, has been appointed to the newly established position of Director of Physical Education and Recreation for the St. Louis school system. H. G. Danford, Director of Recreation in Lima, Ohio, has taken Mr. Anderson's place in Kansas City.

Ferdinand A. Bahr, formerly Director of Recreation and Physical Education in Sheboygan, Wisconsin, has become Superintendent of Recreation in Sioux City, Iowa, succeeding John E. Gronseth. Harry J. Emigh has been placed in charge of the recreation work at Sheyboygan, Wisconsin.

Planning the Party

(Continued from page 414)

programs near and far. A team of six makes just one automobile load so the traveling expense is minimized.

Social Recreation Kits. As soon as possible each team should collect its own games equipment. This is called a social recreation kit and consists of a sturdy fiber suitcase containing party games equipment, social recreation literature, music, song sheets, pencils and paper and folk dance books.

Club Leadership

(Continued from page 397)

unusual, if the parents of the boys were invited to bring these things to a club meeting and tell all about them. Here, on the basis of something beautiful, the excellent leader succeeds in bridging the gap between parents and children. He might do this same type of thing to settle other problems, but this one illustration should suffice to show the excellent leader's methods.

All these things certainly indicate that the club leader's lot is not an easy one, nor an unimportant one, and it behooves all agencies dealing with the small group club to recognize the importance of strong leadership in building good clubs as well as individuals who can think constructively for themselves, and so become our best citizens.

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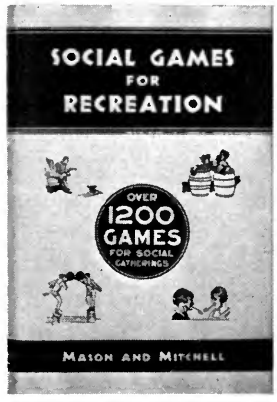

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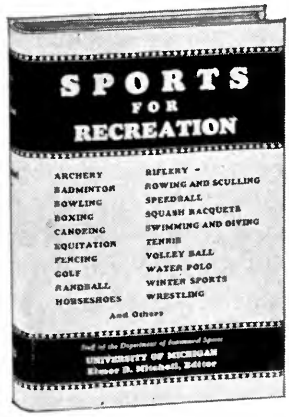

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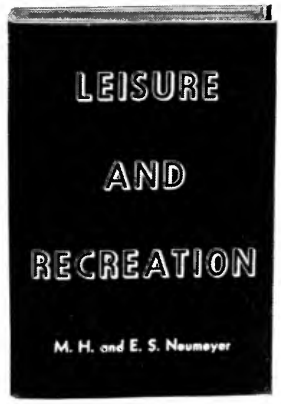

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Industry and Recreation

A SUBSTANTIAL evidence of the interest that industry is taking in recreation came at Lima, Ohio on July 6, when the Westinghouse Electric and Manufacturing Company suggested at a civic meeting called by the Association of Commerce that a pledge of $50,000 for the company be spent for Lima's recreation facilities. The Westinghouse Company has recently acquired a plant in Lima and is putting it in shape for operation. The Association of Commerce held a meeting of hundreds of civic leaders of the community to welcome them, which was attended by high officials of the company, including Ralph Kelly, Vice-President. As a tangible expression of their desire to have the plant locate in Lima and their appreciation of the decision to locate there, the spokesman for the community group tendered Mr. Kelly a pledge of $50,000 raised in the city.

Mr. Kelly did not accept the pledge which was tendered, saying, "Westinghouse did not discourage the raising of this fund as we felt it would do you good and evidence to us the interest in our company. After what we have seen here, we feel the money may be well spent in this community. Therefore, I am not accepting this pledge, but suggest to the Association of Commerce that the money be used for the creation and expansion of Lima's recreation facilities."

A committee has been appointed to determine the exact use of the fund. It seems likely that an athletic field will be developed near the new plant and possibly other community facilities may result.

The Westinghouse Company has for years encouraged recreational activities among its workers. It operates a club house with varied recreational and educational activities at Wilkinsburg, Pennsylvania, has fostered inter-plant athletics, a band, frequent picnics, dances, and entertainments. It is committed to the plan of encouraging recreation programs in the communities where its workers live, however, rather than the development of elaborate facilities and programs of its own.

A Hobby Show—Just for Fun

(Continued from page 398)

tions sponsored by the Recreation Commission, including programs by the Long Beach Women's Symphony Orchestra. Puppet shows at intervals enacted such favorites as "Sleeping Beauty" and "Jack and the Beanstalk." Model plane and boat builders, basket makers and other handcrafters had sessions of working under the public eye, with directors at hand to answer questions of onlookers.

Each entertaining feature attracted its own following. There were no uncomfortable crowds. Well-planned arrangement of exhibits in the huge auditorium had taken care of that. Convenient seats had been placed here and there for visitors who might wish to rest, to listen or to study. Spectators could get a comprehensive view of the whole show from the entrance, and while some enjoyed looking at everything, others took in only such phases as appealed to them especially.

Preliminary Publicity

Some interest had been aroused during the week prior to the show by short, illustrated feature stories in local newspapers. Some appealed to children, some to adults. A small girl, who had owned one American doll when she visited the 1935 show, was pictured with the fourteen dolls of other nationalities which she had collected for the 1936 exhibit. Another concerned a boy and his butterfly collection, and a third dealt with a high school hobbyist who had carved miniature boats of every variety he had ever seen.

One adult story chuckled over a man who had mounted his hobby when as a boy he had found an empty whisky bottle in dry Kansas. His rare find inspired him to attempt to put a miniature sawbuck, saw and pile of wood into the bottle after the manner of one he had seen at a country fair. He had since put hundreds of scenes from real life into used electric light globes. Several which would be exhibited were described: Amos and Andy broadcasting to New York on the Atlantic seaboard and to Long Beach on the Pacific; an ocean liner; local wedding party leaving the church altar; telephone central offices of four continents, North America, Europe, Asia and Africa.

Another news feature was based on the timely arrival of a poem by Lord Dunsany, accompanied by the quill pen with which it had been written. This story told of a valuable collection of manuscripts, autographs and books which would be housed in a specially guarded room in the auditorium building.

What did exhibitors get out of the show? Lots of fun.

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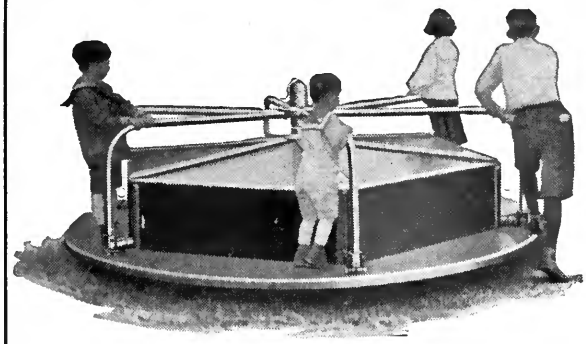

BETTER quality and unequalled prompt service has made American play apparatus the choice from coast to coast. American has most complete line including sizes and variety of devices to fill every need.

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Recreation Directors specify American because they know that this BETTER apparatus will outperform all other makes.

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Some Hazards of Recreation

(Continued from page 400)

child may be injured going to and from the center, and the center itself may become a hazard if it is located in such an area and children walk along dangerous streets in order to reach the area, procedures should be established not only to instruct, but to direct children to the safe ways of approach to and from the recreation center.

Safeguarding the Individual at Play

Having attracted the child or adult to the center for recreation, it becomes the obligation of all who are responsible for this program that it be conducted in such a manner that accidents and consequent injuries will be reduced to a minimum. The following represent some of the procedures which might be considered in the reduction of unnecessary accidents.

A. Where inspection and correction can safeguard children using the play facilities.
   1. Play space to be kept free of obstacles, such as pillars, pipes, fences.
   2. Walls and fences of play space to be free of projections — radiators, protruding corners.
   3. Where posts do exist, they are to be padded.
   4. Play space to be smooth even ground, (indoor) not slippery but sound and resilient.
   5. All play areas to be enclosed.
   6. Space to be sufficient
      Side and back lines clear on outside
      Sport fields not to overlap
      Pits to be dug for safe landing
      Bleachers and benches far off sidelines.

B. Where leadership is a controlling factor in safeguarding children in activity.
   1. Better groupings of children by age and activity.
   2. More supervisors, and better trained supervisors.
   3. Safety instruction.
   4. Too many spectators—better facilities to prevent crowding into play area — non-players off field.
   5. Teacher load too heavy — insufficient teachers, space and equipment.
   6. Watch activity; notice lack of skills in

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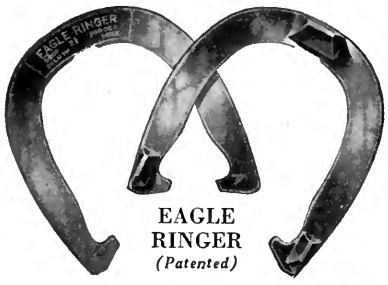

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A Health-Building Game for Old and Young

Pitching Horseshoes is muscle-building recreation that appeals to all types of people. Install a few courts on your grounds, organize a horseshoe club, schedule a tournament. Write for free booklets on club organization, tournament play. etc.

Diamond Official Shoes and accessories are the choice of professionals and amateurs alike. It's economy to purchase equipment with the longest life.

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participation; guard against loss of balance, slipping, falling, fatigue.

It is becoming increasingly evident that a properly constructed and adequately supervised recreation center is one of the safest areas for the child's play, probably safer than the play at home, certainly safer than accompanying parents on a Sunday afternoon automobile jaunt, infinitely safer than the youngster's promiscuous play in the streets of New York City. We must see that our children have sufficient areas in which to play under safe conditions and under expert leadership. We must further see that they can reach these areas through safe avenues, that the programs become so attractive that it will be more fascinating to play in these areas than to dodge automobiles or to hitch hike.

Farm Olympics

(Continued from page 402)

the players, the gleam of deadly earnestness in their eyes, said, "I suggested this contest because I thought it was a sport. But I've found out differently—it's a religion."

Late afternoon of the second day the prizes and awards for the forty-six events were given to the winners among the 2,000 participants who represented sixty-seven counties. A few special prizes were given. There was one for the oldest Farm Bureau member present. The winner was 88 years and 8 months old. Another prize went to the family of four traveling the farthest to the festival. The winners came 150 miles, although others had come as many as 300 miles but failed to qualify as "a family of four." Blond and curly-haired, a family of twelve captured the "largest family present" award, and four small boys in one family, aged 2, 4, 5½ and 6½, were ecstatically happy because they had drawn the lucky number for "Billie," a mahogany-colored pony for which children under fourteen could draw.

The festival was a great success. No small credit should be given to the *Prairie Farmer,* a rural newspaper, to station WLS, to the Illinois Agricultural Association and other cooperating agencies, including particularly the 300 committee workers, judges, umpires, score-keepers and starters forming the executive body which managed the festival. The idea for the festival originated with the Illinois Farm Bureau Baseball League and was taken up and endorsed unanimously at a later meeting of the Illinois Agricultural Association with representatives of the *Prairie Farmer* and County Agricultural Extension Service workers. But much credit must also go to the participants and spectators whose enthusiastic interest, cooperation and attendance made the festival a real success.

Play Leader for a Day

(Continued from page 406)

In their platforms such promises as the following were made: (1) "To see that we get more handcraft material when we want it"; (2) "To see that we can play softball and have swings." (This playground is a school ground just opened and is rather small. It was intended primarily for younger boys and girls; consequently softball was left out of the program.)

In the early morning of election day a light rain fell throughout the city. However, before the polls were open the weather had cleared, and at closing time we discovered that almost 3,000 votes had been cast throughout the city. Polls were closed at 4:00 P. M. sharp, and the votes were all tabulated by 5:00 P. M.

The newspapers were so intrigued by the pro-

Ethel Rockwell

In August, Ethel Rockwell of Kalamazoo, Michigan, died after a long illness which she herself knew could have only one outcome.

For thirty-six years Miss Rockwell had been connected with the schools of Kalamazoo, having been a teacher of the fourth grade for five years before becoming head of the Physical Education Department. She received many honors for her work in the physical education field where she performed outstanding service. She was always keenly interested in recreation and attended a number of the Recreation Congresses. In her own community she took a leading part in promoting the recreation movement and worked indefatigably to establish and maintain a comprehensive recreation system.

Those of us who were fortunate enough to know Miss Rockwell will cherish the memory of her friendliness, her kindly personality, and of the gallant spirit which triumphed over illness and physical disability.

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ject that several reporters were sent out to get the final results. They covered the "wards" to watch the accomplishments of the novice leaders, and photographers came to take pictures. We received, we believe, as much publicity for this event as we did for some of our larger athletic events. The election emphasized the work of the department to such an extent that the parents became interested in the results of the election as well as in the administration of the playgrounds by the youthful officers.

The elected officers assembled in front of City Hall on July 25th at 9:30 and pictures were taken of the children with the Mayor, the superintendent of recreation and the chairman of the Recreation Commission. Afterward all adjourned to the common council room where instructions were given the children regarding their duties.

Then Came the Big Day!

Then came the day when the new officers were to take over their duties and conduct the program for a day. Shifts were arranged for one group from 9:00 to 12:00 and 1:00 to 4:00; for the other group from 12:00 to 5:00 and 5:00 to 6:00. The boy and girl directors, sport leaders, handcraft teachers and tennis and horseshoe instructors

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of Educational Sociology, September 1936
- A Community Experiment in the Prevention and Treatment of Juvenile Delinquency, by Henry W. Waltz, Jr.

Education, September 1936
- A Survey of Reading Interest Studies, by Kopple C. Friedman and Claude L. Nemzek

Parents' Magazine, October 1936
- How Our Community Celebrates Hallowe'en, by Francis Somers
- Playthings of the Month
- Family Fun, by Elizabeth King

Better Homes and Gardens, October 1936
- He-Man Hobbies, by Hazel O'Neal

The Journal of Health and Physical Education, October 1936
- Art and Physical Education—An Educational Alliance, by Mary Jo Shelly
- Recreation for Rural Communities, by George F. Hendricks

The Research Quarterly of the American Physical Education Association, October 1936
- A Study of the Promotion and Organization of Leisure-Time Interests and Activities in Small Towns and Rural Communities, by Charles A. Murdaugh

Leisure, October 1936
- Let's Read at Ease, by John F. Brandt
- Puzzles and Games

The Guardian, October 1936
- Hallowe'en Games and Parties
- Age Interests of Girls

Hygeia, October 1936
- Enough to Tempt the Goblins, by E. M. Geraghty

The Girl Scout Leader, October 1936
- Sing Together, by Janet E. Tobitt
- First Steps in Nature, by Marie E. Gaudette and Lou Williams
- Suggestions for a Week-end Camp, by Elin Lindberg

The Instructor, November 1936
- Using Discarded Materials, by Mae E. Coleman
- Books—How to Use and How to Make Them, by Eugenia Eckford
- Making Hand Puppets, by Deborah Meader

PAMPHLETS

Recreation Review 1936—Lancaster, Pa., Recreation and Playground Association

Homemade Toys and Play Equipment, by Agnes Tilson The Farmer's Wife, St. Paul, Minnesota

Future Home Makers—Report of the Worcester, Mass., Girls' Club

Jobs—A Report of the Works Progress Administration

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HOW TO MAKE MARIONETTES

By
Edith F. Ackley

● Are you one of the people who find puppetry so intriguing a subject? If you are, you will want this book. And if you are not and you should come across this book, you are very likely, we warn you, to become a marionette enthusiast! For this delightfully illustrated publication with its simple and clear directions for making marionettes, a stage and stage properties, presents the subject in so fascinating a way that the most strong-minded anti-hobbyist will be in danger!

The booklet is the latest in the Picture Scripts series, Grosset and Dunlap, New York, publishers.

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all reported at the parks and assumed their responsibilities. Each child had one thought in mind, and that was to see that his or her park was the best conducted play area in the city. The new leaders utilized the help of the experienced play workers in the laying out of safety lanes, the caring of equipment, and in the maintenance work.

At one park the leaders secured an orchestra, rigged up lights, and on receiving permission from the main office, held a dance in the community house. This dance was attended by over 350 boys and girls and a few adults. Instead of the program lapsing for the day as it might have done, activities were carried out successfully throughout the city.

The general opinion of the boy and girl leaders after their day of intensive work was that they had gained a much greater knowledge of what should be done on the playground. But it proved to be harder work than they thought. "Boy, it was fun but not as much fun as we thought!" said one. "When I got home," said another, "I was so tired I went right to bed."

Going Back to the Good Old Days!

(Continued from page 407)

The Songs They Sang

Sweet Adeline
I've Been Working on the Railroad
My Old Kentucky Home
Lindy
Old Folks at Home
Mandy Lee
Down by the Old Mill Stream
The Golden Wedding Day
On the Banks of the Wabash
My Old Gal Sal
Moonlight Bay
In the Shade of the Old Apple Tree
Sweet Genevieve
Can't You Hear Me Calling, Caroline
Oh, Eveline
There's Music in the Air
Let Me Call You Sweetheart
Seeing Nelly Home
Way Down Yonder in the Cornfield
Old Black Joe
Golden Slippers
When You Wore a Tulip
Silver Threads Among the Gold
Blue Bell
Meet Me Tonight in Dreamland
My Little Grey Home in the West
The Old Oaken Bucket
Down Where the Wurzberger Flows
Drink to Me Only with Thine Eyes
When You and I Were Young, Maggie
Swing Low, Sweet Chariot
Father, Father, Come Home with Me Now
Where Is My Wandering Boy Tonight
Wait Till the Sun Shines, Nellie
The Band Played On
In the Good Old Summer Time
Love Me and the World Is Mine
There'll Be a Hot Time in the Old Town Tonight
A Bird in a Gilded Cage
A Bicycle Built for Two
Come Josephine in My Flying Machine
Aura Lee
There is a Tavern in the Town

Between numbers the strollers on the stage's Main Street lounged about, had a shine or a shave, and many of them headed for the swinging doors —"Beer 5¢." An organ grinder and his monkey drew attention, city loafers sauntered with hands in pockets with their girls from over the way. Guest artists from the San Carlo Opera Company sang several numbers from "Blossom Time" and "The Student Prince," a street musician played his accordian and a playground harmonica band performed vigorously and well.

The Judges Go Into Action

The Fire Department band entertained while the judges (Sigmund Spaeth and others) and the honorary judges (Robert Moses and Alfred Smith) disappeared—not to the barber shop but through the swinging doors—to make their decision. (Honorary Judge Mayor LaGuardia was forced by official duties to be absent.) The de-

cision was based 60% on tone, rhythm, musical technique and harmony; 30% on interpretation, expression and phrasing, and 10% on appearance (costume considered).

When the judges emerged prizes were awarded to the best three in the city-wide contest and to the best of the four city departments who had participated in an inter-department contest within the larger city-wide contest. As was appropriate to a barber shop contest silver-backed brush and comb sets, razors and shaving mugs were given as prizes.

For a grand finale the members of all the quartets were massed on the stage where Harry Barnhart conducted community singing, leading both audience and quartet groups, sometimes having them sing together and sometimes antiphonally. It was only then that "Sweet Adeline" was sung, for although it topped the required song list, not a single quartet chose it. Thoroughly instilled with the spirit engendered by the quartet singing and the setting the audience sang wholeheartedly. It was reluctantly and with effort that at the end of "Old Lang Syne" it and the radio listeners turned back again to 1936.

The American Forestry Association Meets

(Continued from page 408)

"spoiling" of a secluded natural beauty spot called "Lands End." He and perhaps a few others had enjoyed its seclusion and loveliness for many years. When the area was opened up and he saw 2,500 people enjoy the place on one Sunday he said he just couldn't be selfish enough to want to deprive them of the same pleasure he had enjoyed so long. The other comment by a forester was to the effect that this "eating out-of-doors" was just one of America's passing fads and would soon be out of date.

The recreational features of the conference were delightful. An illustrated lecture with sound accompaniment by Professor Allen of Cornell on "Vanishing Bird Species" was deeply appreciated. Pictures showing Professor Allen as he sat for eight days on a crude platform in the midst of a Florida swamp with eyes glued to a field glass and an associate operating a sound apparatus—all to record every move and sound made by a pair of ivory-billed woodpeckers, made one appreciate what science does for the enjoyment of all of us.

Field trips were made each day; and visits to new roads opening up gorgeous vistas previously inaccessible; picnic grounds for the casual visitor and

(Continued on page 422)

The Pennsylvania Folk Festival

"THE GREATEST cultural step in Pennsylvania in half a century." Thus was described the Folk Festival conducted at Bucknell University July 30-August 2, 1936. The Pennsylvania Folk Festival had its birth at Allentown a few years previously. An outstanding folklorist, Colonel Shoemaker, saw in the Folk Festival a vehicle for further integrating the University with its environment and increase its service to the state. Five local festivals were held as a preparation for the state-wide event—in Allentown, representing the Pennsylvania German region; Pittsburgh, for western Pennsylvania; Wilkes-Barre, for the anthracite region; Philadelphia, for the extreme southeastern section, and Altoona for central Pennsylvania. Each of these sections had a distinctive contribution to make to the folklore of the state.

Following the five local festivals the best of the talent assembled in the Bucknell University Stadium. On the first two days performances were devoted to a presentation of folklore. One day was given to contests. The Saturday night program was featured by square dancing contests with a team consisting of eight couples and a string orchestra or band entered by each of the five regions into which the state had been divided. A silver loving cup was given by the University to the champions. Silver medals were also awarded to individuals judged to be the best champion fiddler, the best champion ballad singer and the best champion dancer of the state. Materials used in the festival consisted of folk songs, ballads, work songs, lullabies, sea chanteys, Indian dances and Negro spirituals. The dances included square dances, folk dances, clogs, jigs, reels and Indian dances. There were singing and party games, fiddle tunes and the playing of Pennsylvania folk instruments like the bow zither and the dulcimer. On Sunday afternoon there was a great religious festival devoted to the singing of anthems and hymns composed in Pennsylvania or by Pennsylvanians. Choruses from various parts of the state took part.

Approximately 800 persons participated in the state-wide festival and many thousands of people attended during the festival days. The problem of financing the state-wide event was a difficult one and may hamper future attempts. The local festivals, however, can be conducted with a minimum of expense and with great pleasure and profit to the people in the local communities.

POSTERS • PLAYS • PROGRAMS
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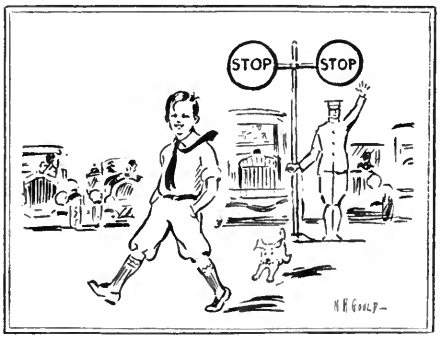

Safety Materials for the Teacher

• The Education Division of the National Safety Council offers a consultation and publications service to the schools on all problems relating to safety teaching.

• **A Special Safety Packet for Playground Directors** is now available. This is a valuable collection of materials to help the playground director promote safety on the playground and consists of ten attractive safety posters, crayon lessons for small children, a short play and a program of activities for supervised playgrounds.

Price $1.00

• **SAFETY EDUCATION MAGAZINE** provides the teacher with material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson plans, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

Subscription—$1.00 a Year

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EDUCATION DIVISION

National Safety Council

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cabins for those who cared to linger. A half day was spent in visiting Ricketts Glen, on the 32,000 acre private forest estate of Mr. and Mrs. William Ricketts. This is a marvelous natural beauty spot, which has recently been surveyed by the National Park Service. It is the hope of Mr. Ricketts that portions of the estate can be made a national park.

Nature talks and walks with Mr. Francis R. Cope, Jr., farmer-naturalist were a feature of the recreation program.

No small part of our enjoyment of the conference came in talking with members of the group: Ex-Senator F. C. Wolcott, of Connecticut, now President of the Wild Life Institute of America, to which vast federal appropriations have been made; Charles Taylor, Assistant Director of the CCC represented Mr. Fechner; Mrs. Douglas B. Kitchell, well known in Connecticut as a member of the state legislature and active in forest preservation and park development in Connecticut and Florida; Mr. Zenas Ellis, a rugged farmer, forester, nut-grower, world traveler of Vermont, and representatives of the Resettlement Administration, National Park Service and other federal agencies.

The spirit of the forestry group can be understood when they describe themselves as a fraternity. All are absorbed with the common purpose of protecting, preserving and restoring the the American forests. The more forward looking members have a new vision of the use of our forest preserves for the enjoyment of the people.

New Publications in the Leisure Time Field

Social Determinants in Juvenile Delinquency

By T. Earl Sullenger, Ph. D. John Wiley & Sons, Inc., New York. $3.50.

"DELINQUENCY, in its cause, treatment and prevention," states the author, "becomes one of the community's greatest moral, social and educational problems." In this comprehensive study of the problem Mr. Sullenger contends that juvenile delinquency is due almost invariably to some phase of adult insufficiency growing out of human relations in the primary groups—the family, the play group, the neighborhood or the community—and the larger realms of social control. He also contends that youth reflects the culture of these groups. His book is an effort to point out some of the main social determinants of juvenile delinquency as they appear in these groups and to suggest possible preventive measures. The conclusion which the author reaches regarding the influence of the play group is that the greatest determinant in delinquency outside the home is the lack of properly directed recreation. Here is a study which cannot fail to be of interest to recreation workers.

Speedball For Girls

By Frances T. Duryea and Dorothy E. Wells. Obtainable from Miss Duryea, 238 North Columbus Avenue, Glendale, California. $1.25.

RECREATION WORKERS will welcome this book by two members of the Speedball Committee of the Women's Athletic Section of the A.P.E.A., which deals with a game growing rapidly in popularity with girls. It contains thirty pages of action photos—103 separate pictures—and is bound in loose leaf style on heavy coated paper so that pages may be easily removed for bulletin board use.

55 New Tin-Can Projects

By Joseph J. Lukowitz. The Bruce Publishing Company, Milwaukee, Wisconsin. $.75.

THE PROJECTS illustrated in this book show what can be accomplished in an educational way with the tin can and a few inexpensive tools. There are no technical drawings to confuse the juvenile craftsman. The text is written in such a way that the boy can readily understand the simple directions. Some of the designs offered may prove stimulating to those who work in copper, pewter and silver.

Fifty Football Plays

Edited by Arthur J. "Dutch" Bergman. A. S. Barnes & Company, Inc., New York. $1.50.

THIS UNUSUAL BOOK contains fifty diagrammed plays as contributed by fifty outstanding football coaches and representing their individual thought. Many of these plays will suggest new ideas, new methods in handling the ball, new types of laterals, and new possibilities in offense and defense.

How to Make Marionettes

By Edith Flack Ackley. Grosset & Dunlap, Inc., New York.

YOU WILL WONDER when you see this booklet how anything so attractively issued and so profusely illustrated can be produced so inexpensively. And you will be glad that it has been done at a price which prohibits no one from owning it, for this 24 page booklet contains the information recreation workers, teachers, club leaders, and boys and girls themselves want on how to make marionettes, how to construct backgrounds and stage properties, and how to arrange a program. There are also suggestions for a play for Christmas time. An editorial board of teachers at Lincoln School, Teachers College, New York, was in charge of preparing the material for publication, and the National Recreation Association is sponsoring it. Copies may be secured through the Association for $.20 postpaid in paper cover edition; $.30 postpaid in board cover edition.

New Plays for Children

Selected by A. P. Sanford. Dodd, Mead & Company, New York. $2.00.

THIS COMPILATION of plays contains fresh dramatic material for many of the holidays and special days. There are a number of short plays for very small children introducing goblins and teddy bears, and there are witches and Cinderellas and dragons, some people from Chaucer's tales, Rip Van Winkle and the mountain elves, and an Indian play based on the legend of Hiawatha. The first eight plays are for children from eight to ten, the remaining ten for children from ten to fourteen. All of them may be easily and inexpensively produced.

The Athletic Handbook

Spalding 115R, American Sports Publishing Co., New York, N. Y. Price $.25.

THE MOST COMPREHENSIVE publication on athletics for girls and women considering the small amount it costs, is *The Athletic Handbook,* prepared by the Women's Rules and Editorial Committee of the American Physical Education Association. Into its 144 pages are condensed many usable games, rules, articles, outlines, methods and two large charts.

The 1936-37 edition comprises four sections—Athletic Games; Volley Ball; Intramural Tournaments; and Track and Field. In the Athletic Games section the rules for many fine group and team games of the baseball and basketball type are included as in previous years. More emphasis has been placed on games of the tennis type including Handball, Badminton, Quoit Tennis, Paddle Tennis, Table Tennis, Hand Tennis and Aerial Darts,

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with suggestions for their adaptation to large groups. The same applies to Shuffleboard for individual squads and mass play. Konano, an Indian game, is given over three pages and in the miscellaneous games the rules for Horseshoes, Indian Golf, mass bowling, darts and a number of other games are given. Most important of all in carry-over value for younger girls are the ten sidewalk games, five of which are of the hopscotch type.

This *Athletic Handbook* should be owned and used by every woman physical education teacher, students in teacher training institutions, recreation and camp leaders.

The Teaching of Stunts and Tumbling.

By Bonnie and Donnie Cotteral. A. S. Barnes & Company, New York. $3.00.

An interesting feature of this book is the historical sketch of tumbling which shows it to be one of the most ancient of the sports associated, according to early historical records, with the dance. The volume is divided into two sections: I—The Teaching of Stunts and Tumbling, and II—Stunt and Tumbling Material. A comprehensive bibliography on the subject and a large number of sketches add to the interest of the book.

Basketball—Official Guide 1936-37.

Edited by Women's Rules and Editorial Committee of the Women's Athletic Section of the A. P. E. A. Spalding's Athletic Library No. 17R. $.25.

This year the revised rules are accompanied by a chart of basketball technique with diagrams and by a number of articles. Every recreation worker promoting basketball for girls and women should have this booklet.

The Teaching of Physical Education.

By Jackson R. Sharman, Ph. D. A. S. Barnes & Company, New York. $1.60.

The demand that the school program of physical education be made more effective has tended to focus the attention of physical education teachers on basic principles of teaching and on more efficient methods of instruction, class organization and management. This textbook has been prepared to meet the need for an enriched curriulum in professional courses and also for the use of teachers in service.

Young Lives in a Modern World.

National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C. $.05.

This Public Welfare Program for Junior and Senior High School Parent-Teacher Associations is a revised edition of the pamphlet formerly issued under the title, "A Public Welfare Program." It outlines subject matter for discussion at nine meetings, and suggests source material and projects on the following subjects: motion pictures, library service, recreation, legislation, safety and juvenile protection.

Schools People Want.

By Harry S. Ganders. New York State Teachers Association, 152 Washington Ave., Albany, N. Y. $.25.

This interesting educational monograph of the New York State Teachers Association is the result of the work of The Fact Finding Committee in conducting a series of studies of two different types. The first type is designed to gather facts which will help people understand the effects of the depression upon school services and teachers' salaries. The second type aims to give to the teaching profession and to school patrons a better understanding of the services schools are rendering, the services they should render and the desirable social and economic status of the teacher. This particular study, which is of the second type, has brought out some exceedingly interesting information of the kinds of services people feel the schools should provide.

Some Animal Neighbors.

By Mary Geisler Phillips and Julia McNair Wright. D. C. Heath & Company, Boston. $.68.

The objective of this volume is to widen the experience of the child and to interest him in observing the great variety of living things about him. The material has been divided in two main groups, land life and seashore life, and it is a continuation of the material to be found in Book I of this series, *Some Animals and Their Homes.*

The Soccer and Speedball Guide.

Spalding 116R. American Sports Publishing Company, New York. $.25.

This compact handbook includes 66 pages of lists, articles, photographs, drawings and diagrams of three excellent games, and attached to each cover is a sturdy pocket rule book and a wall chart. From the recreation leader's standpoint one of the best fall and winter games for girls, considering its inexpensiveness and ease of teaching, is field ball. It is practically basketball played on a soccer field. For those localities which do not have snow and ice sports it makes an admirable winter game, which can be adapted to street play in muddy weather.

Four Seasons in Your Garden.

By John C. Wister. J. B. Lippincott Company, Philadelphia. $2.50.

For those who find their recreation in gardening, this book contains a wealth of information. The directions are simple, and garden problems are discussed from the point of view of one new to gardening. The volume, which is profusely illustrated, discusses the different plants which may be enjoyed each season and gives hints on gardening and notes on trees, shrubs, vines, perennials and annuals which can be grown along the Atlantic seaboard from Maine to North Carolina and west to the Rockies.

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Enriched Living Through Music

ALL REAL MUSIC, no matter how advanced, is rooted in impulses that are with some degree of force astir in every person: impulses to express one's feelings, to enjoy certain kinds of sounds and rhythms, to find or create beauty, live more fully, more intensely, feel qualities and powers in oneself that are estimable and expansible, to have fun, or to attain a full sense of fellowship with people around one or with distant or imagined people.

Such impulses are the essential stuff of music, though not of music alone. They are the inward grace of which the music is an outward sign giving lovable form, fulfillment and nurture to what might otherwise be inarticulate and never fully realized.

The better we sing, play or dance, or the better and more appropriable to us is the music we listen to, the more satisfying and enriching is the whole experience likely to be. But it will be so only if what we do is better in our own judgment, and continues to be a free and genuine expression of our own selves, a genuine outward sign of an inward grace.

In the scale of human values and even in that of purely artistic values, the quality of that grace, that inner vitality, and the degree to which it pervades the life of the individual are of far greater importance than the quality, judged by technical standards, of its outward sign. It is easily impoverished or lost under the external pressures and the artifices of the usual preparing to "put on" a concert or of acquiring a technique, or under the mainly muscular activity of much of what is called community singing.

But it is gained in fullest measure by our discovery in the music of qualities that make it most satisfying and lovable, and that lure us into other music still more satisfying and lovable, and into striving toward better performance in order to realize those qualities more fully.

A. D. ZANZIG.

December

Courtesy Salt Lake City Department of Parks and Public Property *Photo by Dean*

How Effective Is Our Education for Leisure?

This thought-provoking article is reprinted by courtesy of *Character*. The criteria presented are intended, Dr. Dimock states, merely as a starting point for discussion. "They are not intended to apply to a single activity nor necessarily to the program of any one agency. If we were to think of an individual in the process of his development and inquire if he were being well equipped to live wisely with leisure, we would say that the answer to this inquiry could be given by the application of these criteria. There is no particular logic in the order in which they are given. They could be grouped under major headings but this has been purposely avoided in order that a number of ideas may be brought out with greater emphasis and sharpness by separate listing."

By
HEDLEY S. DIMOCK
George Williams College
Chicago, Illinois

EDUCATION for leisure is not the same thing as, nor the automatic result of, programs of recreational activities. Effective education for leisure makes definite demands upon us. Our objectives must be clear; we must know what specific things we are attempting to accomplish; we must provide the kind of leadership as well as the kinds of activities and resources which will have some chance of achieving results which are consonant with our aims and our claims.

What, then, are the characteristics of an adequate program of education for leisure?

1. Are the interests or activities engaged in capable of persisting on the adult level? If not, their value is limited or indirect. The experiences of many of us in high school and college are pertinent here. My own activities were primarily in football, basketball, and track. Yet, for some reason or other, these activities which engaged large blocks of my time then, no longer form a part of my leisure pursuits. This does not mean that there are not some valuable learnings possible from these activities, but surely when these activities exclude others which might continue on the adult level the individual is being deprived of important elements in his education for leisure. Among the physical activities which satisfy this criterion are tennis, hiking, golf, swimming, badminton, handball, archery, horseshoes, squash and ping pong.

2. Is the interest of the individual in the activity or experience itself? Is there a genuine rather than an artificial motivation present? If the interest is primarily in such things as qualifying for awards or honors, or engaging in a scheduled program because that is expected of everybody, then there is practically no value as education for leisure. If interests and habits are to persist, the individual must like and find satisfaction in a thing for its intrinsic merit. We need to scrutinize carefully then the motives utilized in securing participation in activities. The elimination of artificial motivation is often a long and difficult task. We have been ten years at Camp Ahmek[1], for example, in moving from the situation where almost everything from morning to night rested upon some sort of competitive or other artificial basis, to the present situation, where the entire program is rooted in the purposes and interests of the campers as they are discovered and stimulated by alert and resourceful leaders.

3. Does the individual secure from the activities a sense of progress, mastery, success, and achievement? Some of the activities engaged in by the individual must yield these satisfactions if they are to contribute most to his personality. Perhaps we may adopt as a general principle the notion that successes should outweigh failures if personality is to be enhanced rather than deflated. This means that an individual should achieve some degree of real skill in some of his pursuits. It is

1. Canoe Lake, Ontario.

possible, however, to get a sense of growth and achievement along the way toward skill if goals are set up in realistic fashion.

4. Does the individual secure encouragement, social recognition, and approval through his participation in the activity? Perhaps the technique of commendation or recognition has been worked out as well in our best summer camps as in any of our educational agencies. Here it is relatively easy to give recognition in relation to the individual's ability and experience rather than on a basis of absolute standards. From the personality or mental hygiene standpoint, those who achieve the least really need the most encouragement. The beginners, the "duds," not the stars, need the recognition and the sense of worth which it brings. Comparison, and competition which results in comparison, are great enemies of wholesome personality because they almost inevitably breed in some individuals a sense of failure and defeat.

"Some of us feel that we are 'aesthetic morons' because our lives are so lacking in capacity to appreciate and appropriate the resources of the arts. But the 'motor moron' also loses something very fine and valuable. There is rhythm, beauty and emotional thrill in a beautiful stroke in golf, a powerful ping pong drive, a graceful dive or a neat 'coming about' in a sailboat. Similarly, there are significant values to be achieved in leisure enterprises that are essentially intellectual and social in character."

5. Does the person have a sense of belonging to and being important in a social group? Mental hygienists stress the importance of this criterion. Individuals simply must have, if they are to have any sense of worth at all, a feeling that they belong, and are making some valuable contribution to their group or community. Classes organized around instructors probably have a minimum of value from this standpoint compared with self-propulsive, continuous groups.

6. Is there a distribution of experiences among physical, aesthetic, intellectual, and social types of leisure pursuits? There are some distinctive values to be achieved in activities of each of these types. An adequate education for leisure, therefore, should not leave persons impoverished at any of these major points. An agency might test its own program to some extent on the basis of its resources for developing these various types of interest.

7. Do some of the interests or activities give an opportunity for a creative expression of the self? There is a peculiar joy and pride and thrill which comes with creative endeavor which is richly satisfying to the soul of man. It will be very unfortunate, however, if we attach the term "creative" to certain types of activities, such as the arts and crafts, rather than to a certain quality of experience. Physical activities, for example, may reach the level of creativity, while much of what now passes for handicraft is deadly imitative. To recall the fate of manual training in the public school curriculum may be instructive here. Manual training was introduced into the public schools largely as an attempt to provide some spontaneous, creative, self-expressive type of activity. But it was not long before manual training was so thoroughly routinized that it was not necessarily more spontaneous or creative than spelling or history or any of the traditional other subjects.

8. Are the activities healthful? We still need to guard against physical strain in the more strenuous physical activities. The greatest danger, however, may be the nervous strain of overstimulation in highly competitive and exciting activities. The findings of Sanders reported in *Safety and Health in Organized Camps* clearly indicated that in many camps the resistance of individuals is lowered through over-stimulation resulting from highly organized and exciting activity. In lowering the age level of children admitted to camp, some of our social agencies who take children as young as eight and nine years of age greatly increase these dangers of physical and nervous strain. A mere "toning down" of the régime and program for older boys and girls is utterly inadequate to meet the needs of younger children. The physical, health, mental, personality, and social needs of the younger child are so different from those of the older boy or girl that they must be clearly understood and provided for.

9. Is the person developing a variety of interests and resources which will fit him to meet all types of situations readily? A person should feel at home in a great variety of situations. Some persons are "bored stiff" with their own company because they do not have sufficient resources to be self-stimulating. An amateur knowledge of astronomy helped some soldiers in France to find interesting and fascinating companionship with the stars in the solitude of what otherwise might have been a dreary night on the battlefield. Other persons are

ill at ease with groups. They have not learned the knack of social adaptability and poise.

10. Are individual differences in interest, aptitude, age and capacity recognized and provided for? This principle is diametrically opposite to the idea of running programs where everyone is doing the same thing at the same time and in the same way. It means freedom of choice in the activities or interests pursued. It means the kind of instruction, if needed, which recognizes where the individual now is in his abilities and development.

11. Does the activity lead the person into a richer context of meaning? The "associate learnings" of an activity are very often richer and more valuable than the learnings in the activity itself. We have had some excellent illustrations of this among our students at the College[2] this year. For example, one student in a pottery class started to make a vase, but before he was finished he was deeply immersed in the study of Pueblo culture. The ramifications of "leadings on" of almost any of these activities is amazing. We may move from contract bridge to fashions and from there to the roots of our economic structure. We may jump from an interest in a stamp to the history of a foreign country and from there to problems of international relationships. Alert and discerning leadership is needed if the richness of the "leadings on" is to be realized.

2. George Williams College, Chicago.

12. Are resources being developed within the individual for active and self-propelled leisure enterprises? It is all too obvious that multitudes today are dependent almost entirely upon amusements being supplied for them which they take sitting down — watching, listening, or riding. Persons should develop some inner resources which make them independent of equipment, resources, time, and place. Many of these pursuits should be active. Persons should also be free from too much dependence upon leaders, teachers, or instructors in many of their pursuits. Perhaps the leisure agencies should consider their work a failure if persons who have been related to them for a period of years still need to have activities provided and conducted for them. Groups must learn how to pursue their own interests, getting help from instructors or institutions only if and when needed. Overdependence on institutions in the pursuit of leisure enterprises may be as serious a mark of immaturity as is overdependence in other things.

13. Is the individual encouraged to start some new things as well as to continue those things in which he is now competent? The habit of starting new habits may be as important in the field of recreation as in the broader aspects of social life. There appears to be a genuine psychological value in the exhilaration that comes in discovering and exploring some entirely new field of interest. There is some emotional thrill or zest in baking the first pie on a canoe trip, in painting the first picture, in handling the tiller and the sheet of a dinghy for the first time, in making some gadget, or even in having command of the wheel of a car for the first time. Individuals need

"Open my ears to music. Let me thrill with Spring's first flutes and drums."

to get out of ruts, and even so-called recreation may become routine through habit.

14. Is the individual learning to appraise and to appropriate wisely the resources in his community for a fruitful use of leisure? This is an important question. It demands the development of taste, for example, in the selection of movies, radio, and the theater. It also means an awareness of and the habit of using available community resources in art, in music, in intellectual, and in other forms of leisure pursuits.

15. Do some of the activities provide the individual with genuine emotional release? One of the major functions of recreational activities is to yield zest, novelty, new experience, and excitement. John Dewey has stated the psychological value of recreation in a very suggestive fashion. He asserts that the function of recreation is to take up some of the slack between the emotional and impulsive capacities which the individual possesses and the extent to which they find constructive expression. There is some value, too, in sheer emotional release. You will recall that William James suggested the value of a woodpile and an axe as a source of emotional outlet for persons with emotional tension or temper. We need some modern equivalent of the woodpile.

16. Does the activity make the individual a more sensitive and intelligent participant in the task of creating a better social order?

(*a*) Do the learnings of particular activities lead to qualities of social sensitiveness, responsibility, and cooperativeness? We know now that as a person participates in a particular activity many social attitudes are inevitably involved, but the learnings may be negative rather than positive. The individual may be learning irresponsibility, selfishness, indifference to human values, or lack of self-control. If positive or desirable social learnings are to result, it is essential that leaders be aware of the possible outcomes and understand the conditions under which the wholesome or socially desirable learnings are most likely to result.

(*b*) Are the persons and groups developing a socialized view of leisure which recognizes its relation to economic security, to working conditions, to community housing, and to similar factors? A worthy leisure is impossible apart from a worthy labor. A worthy leisure is difficult, if not impossible, to achieve in the "slum" environment. If you want to grow roses on the desert it must be irrigated. If we want to develop the finer flowers of the human personality we must provide the kind of environment conducive to this result.

The primary function of some leisure activities is undoubtedly that of providing the individual with an escape from the realities and responsibilities of his personal and community life. Many "recreational" activities, like some types of "worship" experiences, provide an escape into an imaginative world divorced from reality, or function as an anaesthesia which deadens the sensitiveness of the individual to the sordid and stark issues and realities of a corporate form of living. An effective education for leisure will develop persons who will help to remake life at the points of its deficiency. The following verses from Untermeyer's prayer are the expression of a poetic soul who refuses to enjoy life forgetful of the woes of his brothers.

Ever insurgent let me be,
Make me more daring than devout;
From sleek contentment keep me free,
And fill me with a buoyant doubt.

Open my eyes to visions girt
With beauty, and with wonder lit—
But let me always see the dirt,
And all that spawn and die in it.

Open my ears to music; let
Me thrill with Spring's first flutes and drums—
But never let me dare forget
The bitter ballads of the slums.

"How are our people to be enabled to enjoy the exercise of their highest faculties; how is appreciation of music, painting, etching, handicrafts, literature, to be made an integral element in the life of our society? These problems require concentrated and varied wisdom. They must get the attention of individuals with vision and also of educational authorities who can apply to them the resources of the state. . . . The best thought of understanding men and women on this new phase of our cultural life will point the way and give encouragement to our educational authorities. By such combined effort democracy advances." — *Robert A. Falconer* in *Journal of Adult Education*, January 1936.

When Winter Dons Her Mantle White

By EDWARD BROOKS BALLARD

It's time to hunt up skates and skis and all the other aids to winter fun, and go adventuring on unknown trails!

THE PHENOMENAL increase of public interest in winter sports during the past few years has brought a growing demand for winter sports facilities closer to our seacoast cities and farther south. In trying to meet this demand we should make careful studies of snow and temperature conditions in each area of proposed development, and determine whether the probable amount of use of special winter sports facilities in a short season will warrant the expense of providing them. As a general rule, it will not be feasible to provide them in areas where snow does not remain on the ground to a depth of at least six inches, and the temperature does not stay below freezing for more than thirty separate—though not necessarily consecutive—days during the winter. In those few fortunate regions where it is possible to enjoy both summer and winter sports the year round there will obviously be less demand for the latter.

Courtesy Fresno County, Calif., Chamber of Commerce

In its rapidly developing program California presents a challenge to older winter sports frontiers!

Winter Sports Grow in Popularity

If time permitted I would like to expatiate on the acceleration of winter sports activity, especially skiing, as I have watched and participated in it in New England since 1931. In January of that year the first "ski train" left Boston's North Station with less than 200 passengers for Mt. Kearsarge, New Hampshire. During the past season "snow trains" have carried more than 40,000 passengers from many of our larger cities, including New York, into snow-covered sections of New England for skiing, snowshoeing and tobogganing. Thousands more have motored over our ploughed highways to hotels, inns and numerous farmhouses for winter week-ends or longer vacations. Hillsides near countless communities have been dotted with youthful skiers, while dozens of new skating-rinks and toboggan-slides have appeared on public playgrounds.

In order to realize fully the extent to which participation in downhill ski running, as opposed to ski jumping, has gripped the public fancy, you should see the forest of skis in Boston's North Station about 8:30 of a winter Sunday morning, or witness the pilgrimage of skiers on a holiday week-end to New England's skiing Mecca on Mt. Wash-

ington where a thousand persons have climbed two and a half miles on more than one occasion to ski in Tuckerman Ravine!

This acceleration in skiing activity has induced, and at the same time been encouraged by, a sudden and in some sections almost mushroom-like growth of facilities for downhill ski running. During the past three years the work of the Civilian Conservation Corps in building ski trails on public areas has greatly accentuated this activity. A year ago it became apparent that further development of skiing facilities on public areas called for greater coordination by public planning agencies to give it wise control in the public interest.

The National Park Service is cooperating with State Park Authorities and winter sports organizations to carry out a well-rounded program of winter sports development with CCC labor on New England State Parks, Forests and Reservations.

In order to determine what a well-rounded program of winter sports development may involve on any public area, it will be helpful to classify winter sports activities and their facility requirements according to use areas. It goes without saying, perhaps, that winter sports activities—as different forms of outdoor recreation in a cold climate—depend on different conditions of snow and ice. On the basis of these conditions we may divide winter sports areas into two major groups: those for intensive or concentrated use, and those for extensive use. We may further subdivide the intensive-use areas into (1) those requiring a restricted ice surface, (2) those requiring a comparatively flat snow surface, (3) those requiring snow slopes with special structures, and (4) those requiring snow slopes without structures. We may subdivide extensive-use areas into (1) those requiring a large ice surface, (2) those requiring large snow-covered areas either flat or gently rolling, and (3) those requiring large, snow-covered, hilly areas. For the purposes of this discussion I shall merely enumerate the activities which fall into each group, and touch briefly upon the facility requirements of each.

Intensive-Use Areas

For intensive-use areas, those activities requiring a restricted ice surface are speed and figure skating, ice hockey, curling, ice shuffleboard and ice bicycling.

It is common knowledge that all these forms of ice sports require a smooth surface to be thoroughly enjoyed, and that both ice hockey and curling require rinks of special dimensions. To give maximum use, the proper maintenance of ice for these activities requires a great deal more attention than most persons realize. A regular crew should be on call to keep the ice cleared of snow with plow, scoops and brooms or a rotary power brush. An ice scraper should be used at certain times and an adequate water supply should be made available for flooding the surface. Accompanying facilities should include a heated shelter and refreshment building with wooden runway to the ice, sanitary facilities, supply of drinking water, and floodlighting of the area for night use. Benches and possibly picnic facilities may be added, and adequate space for auto parking should be close at hand.

Activities requiring a comparatively flat snow surface are such games and races as ski tilting, ski obstacle racing, ski joring with horses or humans for pulling (like aquaplaning on the water), and snowshoe racing. They require merely an open area with several inches of soft snow over hard base snow.

Activities requiring snow slopes with special structures are coasting (where there are no natural slopes for sled runs), tobogganing, ski jumping. Small structures are sometimes erected for sliding on flat playgrounds.

Toboggan-slides may be built with snow banks, but they are not completely safe and satisfactory without a specially constructed wooden chute, slightly wider than a toboggan, on the slope and preferably on the level runout. They may be built singly or in tandems of two or more. (I know at least one instance where you may slide down one chute and part way back on another.) The amount of use they receive will be greatly increased by night lighting.

Ski jumping is a specialized form of the sport comparable to high diving. Although small, so-called "natural jumps" may be used, the safest course is over a specially constructed jump with scientifically accurate proportions between the length of the in-run, the height and width of

Mr. Ballard is Associate Landscape Architect, Branch of Planning and State Cooperation, National Park Service, Boston. His address on "Winter Sports," reprinted here by courtesy of the *American Planning and Civic Annual,* was presented at the Sixteenth National Conference on State Parks which was held at Hartford, Conn., June 1-3, 1936.

the take-off, and slope of the landing hill.

Both toboggan slides and ski jumps require constant attention to keep them properly iced or packed with snow. Careful control of the crowds which use the one and watch the other is essential for public safety and convenience.

Activities requiring snow slopes without structures are coasting and downhill ski running.

From January 2-20, 1937, the School of Physical Education and Hygiene of Russell Sage College, Troy, N. Y., will conduct four one-week courses at Putney, Vermont, in the theory and practice of skiing. Mrs. Ingrid Holm of Sweden will give the instruction.

Where city streets are not closed and barricaded by special ordinance for coasting during the winter months, it will be desirable to set aside special hills for sliding on straight sleds, flexible fliers and "double-runners," as we used to call them.

Downhill ski running on small intensive-use areas will ordinarily be limited to open and semi-open ski practice slopes, which should be separated from all other use areas for maximum safety and convenience. These are sometimes called "nursery slopes" (meaning not a place where young trees grow straight, but one where "dub, sub-dub and rubby-dub-dub" skiers — to quote a well-known winter sports enthusiast — learn the rudiments of the sport, and leave many a sitz-platz in the process). Practice slopes may be provided with ski tows or other mechanical means of uphill conveyance having an endless cable and some form of motive power. Such equipment may be portable so that it can be removed at the end of the season. Ski practice slopes may be flood-lighted to advantage for night use and portable carbide lamps used for this purpose.

In a concentrated-use area for skiing, which is at all remote from human habitation, it will be desirable to have a heated and lighted skier's lodge with a supply of drinking water, sanitary facilities, and emergency outfit with first-aid kit and either sheet metal or wooden toboggan. Picnic facilities may be desirable, and ploughed auto roads should give easy access to nearby parking space.

Extensive-Use Areas

We now come to extensive-use areas for winter sports. Activities in this major group which require a large ice surface are skate sailing and ice boating. The former may be enjoyed on a prepared rink of sufficient size, but the latter requires a large pond or lake under naturally smooth ice conditions and has a limited appeal.

Activities requiring large snow-covered areas, either flat or rolling, are ski-touring, snowshoeing, dog-sledding and horse-sleighing.

Ski-touring is not to be confused with cross-country racing over various kinds of prescribed courses (langlauf and langrend in other languages), but refers to uphill and downdale skiing over open terrain or on cross-country trails through wooded terrain at a pleasurable pace. Snowshoeing is in the same category. For those who enjoy winter camping a series of cabins may be strategically located for week-end or vacation use by cross-country skiers and snowshoers. Many foot trails will provide suitable travel ways, except where steep grades require more winding alternate sections for downhill skiing.

Dog-sledding is another form of winter sport with a rather limited appeal, but one need not own a team of Eskimo dogs or "huskies" to enter a dog-sled "derby."

With more and more auto roads ploughed clear of snow all winter it becomes increasingly difficult to find good roads for sleighing. This is a congenial form of winter sport for persons of all ages to enjoy and means should be provided for it wherever possible.

Finally, the activities which require a large, snow-covered, hilly terrain are downhill ski running on trails and mountain slopes and bob-sledding.

Intermediate between open practice slopes for downhill ski running and ski trails come what we may call "natural slalom" areas. The term "slalom," which applies to a zig-zag downhill race course between flags, has been borrowed to designate a semi-open slope sufficiently clear for skiing between clumps of trees or through a stand of large trees whose branches meet to form an overhead canopy.

Without becoming too involved in the controversial subject of ski trail design, we may say that downhill ski trails are of three types: (1) narrow and gently winding trails with easy gradients, for novices or ordinarily competent skiers; (2) wider, sharply turning trails with many angles up to 90 degrees or over and steeper gradients, for intermediate or third-class skiers, and (3) less sharply turning trails of similar width with angles less than 90 degrees, though not straight enough to be run without checking, and steepest of all, for expert or second-class skiers.

Several novice trails should be laid out near the "natural slalom" area, at least two intermediate trails in the vicinity to prevent overcrowding, and for a few of the most suitable areas in the region an expert down-mountain trail, primarily for racing, with the standard vertical descent of at least one-thousand-foot drop in a mile of length.

Accompanying facilities for downhill skiing areas will include closed shelters at the bottom of all trails and also at the top of those over half a mile in length, emergency outfits with first-aid kit and toboggan in each shelter, sanitary facilities and if possible a supply of drinking water. There should be access over ploughed roads to auto parking space as close as can be to the beginning of all trails.

Bob-sledding is really in a class by itself. I have left it until last, because it requires a combination of extensive hilly terrain and special structural facilities. A bob-sled track should be scientifically laid out on carefully selected terrain according to engineering specifications. It should have control points at fairly frequent intervals and a telephone line for quick communication. Only experienced drivers should be allowed to steer the sleds in general public use.

Things to Keep in Mind

It can readily be seen from the foregoing classification of winter sports activities, according to intensive and extensive-use areas, that most of them should be concentrated in centers of development. The health, safety and convenience of the public, economical and efficient use of the facilities, and last but not least the preservation of the natural surroundings, call for such concentration. In general I believe these centers should be developed in municipal parks with primary emphasis on intensive-use areas, in metropolitan parks or state parks near large cities with equal emphasis on intensive and extensive-use areas, and on state or Federal parks with primary emphasis on extensive-use areas.

The increasing trek of skiers and other winter sports enthusiasts by auto, "snow train" and "snow bus" to suitable terrain brings the need of developing such centers near winter sports resorts. It is perhaps needless to say that they should be coordinated with the year-round recreational development of the region, and facilities combined wherever feasible for both summer and winter use.

Many winter sports, like all those which require the combination of speed, skill and stamina, become competitive; and, in proportion to the degree of speed, skill and stamina attained, they become spectacular. However, encouraging it is to note that a large percentage of the spectators at any winter sports event are also participants in some form of that sport, we must remember that crowds will always congregate at ski meets, snow fests, winter frolics and carnivals, and make adequate provision for handling them on these special occasions.

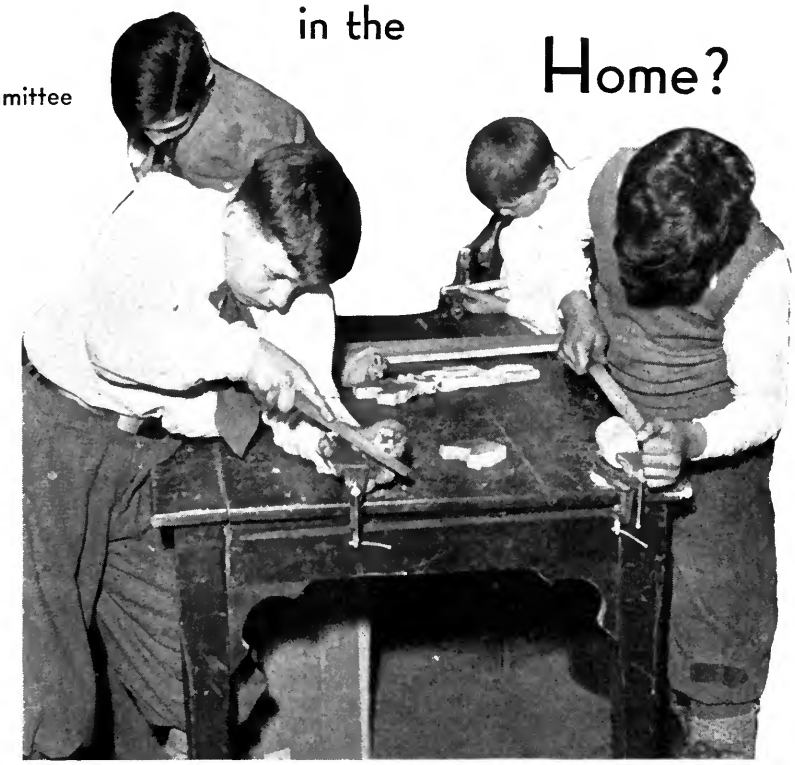
New facilities for winter sports use should not be built until provision is made for

(Continued on page 464)

"Thousands of people are beginning to learn that winter is no longer a necessary evil to be merely tolerated, but a part of our natural existence in cold climates, to be enjoyed as much as other seasons out of doors. They are quick to refute the somewhat exaggerated contention of our friends from the sunny southland that we should give the frigid northland, especially New England, back to the Eskimos!"

Why Not Puppets in the Home?

By KATE C. HALL
District of Columbia Recreation Committee
Washington, D. C.



Courtesy Art Service Project, WPA, New York

Puppetry is a highly diversified art, calling into play talents of all kinds

MANY AUTHORITIES believe that a better integrated and unified social life can be secured only through the better integration and unification of family life. This means that the home must again become the center for certain phases of the recreational life of the family. Consideration must then be given to the development of a community interest among the members of the family. Recreational activities rich in cumulative interest and appealing to various age levels and varying types of ability are ideally adapted to this purpose. Herein lies one value of puppetry as a family activity.

Have you ever visited in a home where the various members of the family played musical instruments and were in the habit of playing good music together regularly, and have you seen what such a shared activity may mean to a home? I suggest that an interest in puppetry on the part of the members of a family group would be comparable to such an interest in music. It does not require as much training and skill and it has elements which appeal very definitely to persons with widely varying abilities and interests. I am not, of course, suggesting any substitution of puppetry for music, or for any other art form or recreational activity in the home. As a matter of fact, it might well aid in stimulating an interest in music and the other arts. I recommend it merely as an unexplored field for the enjoyment and enrichment of family life where some central and progressive interest for recreational purposes is a felt need of the members of the family.

Puppetry is an activity which is most suitable for use by a small group. In a "company" of from three to six members, each member has an opportunity for full participation in the activity, and there is sure to be a certain unity and coherence in production which is often lacking when puppet plays are produced by too large a body. In the comfortable atmosphere of the home, ideas which spring up can be tried out at once, and an exchange of comments and suggestions takes place naturally and spontaneously. Then, too, working in a small group is conducive in other ways to that spirit of informality in which the marionette comes most quickly and easily to life.

An Inexpensive Hobby

If entered into with any degree of imagination and enthusiasm, puppetry is not an expensive activity. The home is a good hunting ground for

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just those treasures among "waste" materials — mother's scrap bag, with bits of cloth for costumes and ends of yarn for hair; broken pieces of furniture; wooden and cardboard boxes; oatmeal cartons; odds and ends of tools—which are most adaptable by an inventive mind to the making of puppets and marionettes. An initial outlay of about a dollar and a half is enough to start the family on its way as a puppet-making group: fifty cents for modeling clay, such as Plasteline, which may be used over and over for the first modeling of heads; five cents a pound for plaster of Paris for making the molds (two pounds, at ten cents, will make four or five medium sized molds); sixty cents for cans of household paint in the following colors — red, cream or white, black, brown, blue and yellow; ten cents for a couple of spools of button or carpet thread for stringing; five or ten cents for a spool of copper wire used for fastening joints together and modeling the framework of the hands, and ten or fifteen cents for tacks, screw eyes, and other bits of hardware—these will take care of the need for bought materials for five or six puppets, enough to give a performance.

About the house there are always old newspapers and plenty of flour and water for paste, the two requisite materials for making papier maché heads. Or if the family can boast amateur carvers among its members, scraps of wood may take the place of the other materials. Old chair rungs make good arms and legs. Oatmeal boxes may be used as the foundation for animal bodies—spools for joints of arms and legs, for a dragon's tail or for building up puppet furniture. The children particularly will be quick to see how scrap materials of all sorts may be used to make some part of a puppet or a stage set which is needed at the time. There are few better activities for fostering ingenuity and inventiveness than working in a puppet group which is operating on little or no funds.

One Family's Experience

An interesting example of the insidious appeal which puppetry can exercise in a family group recently came to my attention. During the darkest years of the depression the oldest daughter of this family was at home, out of work, taking care of her ill mother and hard put to it to keep up the lagging spirits of the other members of the family. She had long nursed the hope of some day making a puppet of her own, but had always considered that it would cost too much and would take too much valuable time from the job. The presence of a lonely and restless younger brother in the household gave her an excuse to try the experiment.

With fear and trembling she made her first marionette, using directions long since written out for her by puppeteering friends. She made the wooden body from scraps picked out of the old wood pile in the backyard, and the arms and legs from chair rungs she found in her grandmother's attic, using only the few simple tools the family work box held, such as hammer, saw, and small brace and bit. The head was the usual papier maché type, but it cost only fifteen cents to make —ten cents for the Plasteline for modeling the head—and this she was later able to use over and over for making other heads—and five cents for the plaster of Paris to make the mold. The paints came from the ten cent store and were used again and again; the clothes came from her mother's scrap bag; the yarn and button thread for stringing was purchased at the ten cent store for an outlay of about fifteen cents. All in all, this first marionette cost about eighty cents, including five cans of household paint and ten cents worth of modeling clay, which were later used for other puppets.

The puppet was an instant success with the little brother, who at once demanded to make one for himself. The curiosity of the rest of the family was aroused and almost every night found one or more of them in the kitchen or in the daughter's bedroom where puppet activities proceeded at full pace.

Many Abilities Called Into Play

Many types of ability are called into action in making puppets and producing plays with them: If there are musicians in the family, they can provide the always welcome

"With the recent revival of interest in puppetry as an art form and a recreational activity, one very important opportunity has been missed by our little wooden friends in their failure to invade the home. Can they have forgotten that during the years when their tribe was being quickly pushed into the background, they were remembered and kept alive by certain families in Europe who handed down their puppets, plays and traditions of construction and production from generation to generation? If family groups have made successful and devoted marionette companies before, is it too much to expect that they may do so again? The joining of forces should have certain advantages for both the puppets and the members of the home group who explore their possibilities."

incidental music. In addition to the experience of playing for productions there could hardly be better training for the young composer than trying his ideas out in just such a group. If there are budding electricians, they may experiment with lighting effects. Most women who like to sew have never got over their interest in making "doll clothes," and in dressing puppets they may indulge their creative faculties in design and execution to the fullest because of the low cost. Those who have artistic proclivities may make the heads, modeling or carving them as their tastes dictate, or may try their hands at designing and painting both puppets and scenery. Those who like carpentry find ample room for self-expression in making the bodies, legs, arms, shoes, small stages and furniture. Any member who likes to write can work on the scripts for the plays, but if there is nobody in the family with such a special ability, all may create very good plays by working together, provided that they are interested in, and have a good eye for, dramatic situations. The would-be actors have a fine field for experimentation in the use of the voice, since often one puppeteer must act several parts even in one play. And almost everybody who takes pleasure in manual dexterity will enjoy learning to manipulate a puppet, whether or not that is to be part of his job in actual production.

Puppets do not take up a great deal of room. They may be picked up and put down at will. They may be worked on by different members of the group whenever they have time and inclination, or by the whole group together when that is what everybody feels like doing.

Puppet plays may be given without any elaborate stage equipment, although it is always part of the fun to build a stage at some time during the activity. A first stage may be simply improvised in a doorway. Straight chairs, with their backs turned toward the audience and covered with shawls or blankets for back and side drops, can be arranged to form back and wings for the stage proper. A sheet hung in the doorway from the top of the opening to the top of the "proscenium arch" will hide the players, who stand on the seats of the chairs, the "bridge" from which they manipulate the puppets. Very artistic effects may be secured in such improvised stages, with the aid of a little taste and imagination.

Sources of Information

Most public libraries have a good selection of books from which directions may be secured for making puppets and preparing plays. Paul McPharlin of Birmingham, Michigan, publishes a number of books and also inexpensive pamphlets on various phases of puppetry, and will send information about where to secure all sorts of materials relating to puppets to any one who writes for it. Among the good practical books on the market are *The Ragamuffin Marionettes,* by Warner; *Marionettes, Masks and Shadows,* by Mills and Dunn; *Be a Puppet Showman,* by Remo Bufano; *A Handbook of Fist Puppets,* by Ficklen; *Marionettes: Easy to Make, Fun to Use,* by Ackley. A puppeteer with any imagination and artistic ability might use the books as a starting point, perhaps making the first marionette or two carefully by directions, perhaps experimenting for a while with both hand puppet and string marionette, and using several different types of and methods for making each. But after the initial experimentation he will probably combine the features that best suit his purposes from among the several types of puppets and methods of making them, and more than likely will evolve new forms and new techniques to suit his particular needs.

Securing plays to give is not so easy a matter, as all who participate in puppetry, either as a professional group or for purposes of recreation, know very well. The best way is undoubtedly to create your own plays out of situations from life or imagination, especially those which lend themselves to gentle satire or to humorous interpretation. The children in the family may well have favorite stories, from among folk and fairy tales, or even bits of well-loved novels, which they will like to dramatize. Songs with a narrative interest may be turned into pantomimes or "operettas." Bits of longer plays, such as the Pyramus and Thisbe episode from *A Midsummer Night's Dream,* or the amusing duets from the last part of *The Mikado* may be tried. Most of the books on puppetry contain one or two plays which may be used without royalty, and Paul McPharlin, the puppet publisher mentioned above, has a list of suitable plays, both with and without royalty, describing them and telling where they may be found. There is a crying need for more short plays, calling for only a few puppets, such as Forman Brown's *Weather* and Grace Dorcas Ruthenberg's *The Moon for a Prince* and *The Gooseberry Mandarin.* What a delightful thing if the formation of home companies should result

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Where Music Flourishes

"Music for Everybody" "Everybody for Music"

THE FLINT, MICHIGAN, Community Music Association, while organized as a sort of clearing house for all things musical in the city, is a civic and social agency designed to serve as a citizenship medium and to enrich the lives of the people through music. It has been organized to function on a city-wide basis through cooperation with all existing institutions and with groups already established, such as the industries, commercial establishments, churches, schools, homes, lodges, luncheon clubs and women's clubs, as well as with specific musical groups where mutual cooperation is possible.

Though its approach is social, the association is interested in the highest artistic standards as demonstrated for many years in its local, national and international reputation for artistic achievement. The high artistic achievements in the public schools, both vocally and instrumentally, are continued in the Choral Union and Flint Symphony Orchestra, I. M. A. Glee Clubs, Part Song Club, Civic Opera. It has become a valuable publicity medium for the city of Flint in making it known as a city of cultural and educational advantages.

The program of activities of the association is determined by the board of directors and executive committee according to the needs and demands of the city as a whole. Membership in the association includes all citizens of Flint and friends who are interested in having the city become better through music and declare such desire by signing an application blank which entitles such person to membership card and involves three obligations: (1) To attend one concert each season by the Flint Symphony Orchestra or Choral Union; (2) to inform personally five or more different persons about the work of the Community Music Association one week before each concert, and invite them to attend the concert; (3) to cancel this membership in writing when there is a wish to sever connections with the association. There are no individual dues. Participating members are those actively engaged in the various musical organizations directly sponsored by the association.

The eighteenth annual report of the Community Music Association of Flint, Michigan, from which we present some abstracts, is the story of an industrial community of 160,000 which is music-conscious. Under the leadership of William W. Norton, Executive and Music Organizer, the Association is living up to its slogan—"Music for Everybody — Everybody for Music."

At the offices of the Association on the Central High School campus, rooms are available for committee meetings of all musical groups of the city, and small ensembles make use of the larger office for evening rehearsals.

What Does the Association Do?

It is impossible to tell of the many activities of the association; of the instrumental and vocal groups it has organized; of the ramifications of its influence in the community. A brief statement of the activities of a typical day will give some conception of its services.

There were thirty-nine telephone calls including inquiries regarding the Flint Concert Association, I. M. A. Men's Glee Club, opera rehearsals, dance orchestras, St. Cecilia, Flint Symphony Orchestra membership, Community Chest, Social Workers' Club, Messiah soloists, Northern Orchestra, Central A Cappella Choirs, class lessons, best teachers with whom to study, orchestra for a banquet, Rotary, General Motors Tech., Exchange Club, Colored Center, music for Y.W.C.A. Girls' Glee Club, recommendation for church choir director, speaker for P. T. A., music for Kiwanis, Central Christian Choir, Groves Band, Part Song Club program, Lowell School Band, all-city junior high school band and orchestra, Michigan Theater, staging for Northern Choir, recreation program for various P.T.A. units, Zimmerman band possibilities. There were twenty-six letters and school bulletins taken from the

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New Year's Day Around the World

A recipe for a highly cosmopolitan New Year's party in which are combined spicy ingredients from festive celebrations all over the world!

WHAT IS New Year's Day made of? Good resolutions, noise, a party and fancy dress, you say. True, but if you look further into foreign lands you will find it is also made of tangarines, "Kung Hi, Kung Hi's" bashed-in top hats, keys, peas and wheat, new clothes, crabs and lobsters, mummers, "first footers" and other strange things as surprising and unexpected as the ingredients of little boys and girls in the old rhyme!

A New Year's party based on the customs of other countries will provide a novel yet fitting theme for your celebration. Send out your invitations decorated with an hour glass or Old and New Year, inviting the guests to come in the costume of some country or as mummers. Ask each to bring a "white elephant" possession, securely wrapped, for as tradition has it in Scotland, a package in the hand of the guest insures the host of a bounteous year. (These gifts will be exchanged later in the evening as one of the party activities.)

Colorful decorations are in order for the party. In Japan, dark green pine branches and light green bamboo stalks are hung on the gate posts and tangarines and tangarine-like fruits are indicative of long life and happiness. Bright red lobsters and crabs are hung over doorways. These might be clues for your decorations and, expanded with banners and borrowed Japanese screens or hangings, they may be carried out to whatever degree of detail you wish. Or you may decorate with flags and banners or colors of many countries.

It is the custom in America for newspapers to list the major news items of the year at New Year's time. For the first comers, lay out on a table a number of objects which suggest some of these major news events—a toy boat (Queen Mary), a cigar (The Hindenburg), a Spanish comb or hat (Spanish Civil War), a colored doll (Ethiopia), a ballot box (election), a five (the "Quints"), etc. If the objects are not available, rough sketches may be made and posted. A streamer from a newspaper (for "local color") on a poster announcing the nature of the contest and paper and pencils on the table, will make this activity a self-run one.

In Japan and China on New Year's Day everyone puts on brand new clothes and goes visiting; so at our party there will be a grand march with all kinds of figures and judges, of course, to award prizes for the prettiest, funniest, most unique costumes for both men and women.

At the end of the march each person is given a card and a pencil. On signal each tries to obtain as many signatures as he can. He approaches some one, bows in Chinese fashion, saying "Kung Hi, Kung Hi" (I humbly wish you joy) and the other replies, "Sin Hi, Sin Hi" (May joy be yours). Then each writes down the other's name. At the end of five minutes the person with the largest number of names receives a trivial award.

The "young bloods" in Berlin have a riotous time on New Year's Day going about crushing top hats down on the ears of their luckless wearers. Appeal to the police is futile; they merely shrug their shoulders and remind the victim of the season. While there will be few, if any, top hats at the party, the fun of bashing things can still be had. Give everyone a balloon which is to be tied

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on the wrist—or you may designate the ankle if the group is not too large. At a signal each person tries to protect his own balloon (top hat) and break the others. As soon as a player's balloon is broken he retires to the edge of the group and all honor goes to the owner of the last balloon. (This game may be used in connection with a dance, in which case each couple has a balloon.)

The revelers will need to catch their breath after these strenuous activities. Pass out paper and pencils and announce that each guest must write out what he considers to be the duties of an honest, upright citizen. The papers are then passed four or five persons to the left and read, in turn. It will add to the merriment if these social obligations are written in terms of those present. For example, someone might suggest that a good citizen would spank any girl he saw flirting, would rumple the tidy Mr. ....., and would see that Miss ..... had no more than just enough make-up on.

Then because this is the last chance of the New Year to get bad habits "off one's chest," ask everyone to write down all the slang phrases he can in a certain length of time. The longest list wins. If the group is too large for checking lists of slang, the next game may be used in its place.

New Year's Eve is the traditional time for resolutions. Write down one resolution for the New Year. Warn the guests that these are to be read, and after they are written, pass them left four or five persons and read them aloud. With great pomp and ceremony place the resolutions in a coffer for preservation as evidence of good intentions.

In Belgium we hear of a "Sugar Uncle," a "Sugar Aunt." All the keys disappear from the inside doors in the houses before New Year's Day. Then, when an unsuspecting aunt or uncle goes into a room alone, the children rush to lock the doors on the outside and do not permit the aunt or uncle to come out until he or she has promised ransom with which the children will buy sugar plums and candy. Divide the group into a number of circles with ten to twenty players in each. A leader is given a key or a bunch of keys. He walks around the group nodding at players who fall in line behind him. When about half the members of the circle are trailing along, he drops the key and all dash to find places. The one left out pays "ransom" by being "it."

The circles may be easily straightened out into file formation for a "First Footer" relay. In Scotland it is considered good luck to be the first to step into a house after midnight, so there is a mad dash from house to house after the stroke of twelve. Each team is a would-be "first footer." The leader counts to twelve and on "twelve" the first member of each team dashes to a goal and back, touching off the next player. The first team finished is the lucky one and receives a prize of cookies or tiny cakes, as was the custom.

Boys and girls of Russia have a rather strange custom. On New Year's Day they go about throwing peas and wheat at passers-by. The peas are thrown at enemies while the lighter wheat is reserved for friends. Wheat grains are too small to handle conveniently, so give everyone eight or ten beans of one kind and eight or ten of another kind. Say one kind is "friends" the other "enemies," but do not designate which is "enemy" or "friend." Guests are to trade with one another and at the end of five minutes the one with the fewest enemies and the one with the most friends are given prizes.

The virtues and good behavior come to mind as the exciting hour of twelve approaches. Divide the group into smaller groups and give each group a few minutes to plan a charade of one of the virtues to be adopted during the year. (The vices to be shunned might be included as well.) Other guests try to guess the virtue or vice represented.

As a reward for so splendid a presentation of virtues, bring out the "white elephants." In France the children leave their wooden shoes out at Christmas time for presents, but the adults exchange gifts at New Year's time. The "white elephants" may be brought out and distributed in any manner you like—by drawing, in grab bag style, or be given by Father Time. They should be opened on the spot to afford the whole group amusement.

As the New Year approaches, watch the clock closely. You will feel terribly disappointed if it creeps in behind your back. Build up to it with games and songs and at the crucial moment have noisemakers, confetti and serpentine paper at hand for everyone. After the hullaballoo of shouting and screaming and the racket of horns and trumpets and rattles have subsided and there tends to be a feeling of let down, serve refreshments—punch from the Scotch "bowl of toddy" tossed off with the toast, "Gude Luck," and cakes or cookies. A few familiar songs will send everyone home feeling friendly and happy and thinking of the old expression — "A good beginning — a good ending."

A Community Christmas

Each year more and more cities are pooling their resources to the end that all may share Christmas joys

FOR SEVERAL YEARS various organizations in Royal Oak, Michigan, have assumed the task of supplying toys, clothing, food and fuel to needy families. The depression made the problem more serious. Lack of unity allowed that "good cheer" of various organizations to be duplicated in many instances and many families equally in distress were left out. To overcome this, efforts were made to establish a clearing house.

Early in the fall of 1935 the annual drive became organized. A central committee was formed. Its membership was made up of representatives of the lodges, churches, clubs, Salvation Army and unattached public-minded citizens. With the cooperation of the welfare and health departments, the Community Union and the schools, an extensive list was prepared of families needing food, toys, clothing and fuel.

A clearing house was set up in which all families reported as needing aid were investigated to determine the aid needed. This prevented duplication of names. Printed forms were furnished in triplicate, one copy for the family head, the other two for the investigators and distribution center.

Funds were solicited with which to purchase some things of which an insufficient supply had been provided by generous homes; also to purchase repair materials for the toys, dolls and clothing.

Leaders in the community accepted certain assigned tasks and invited their friends and associates to join in soliciting used clothing, toys, dolls, and playthings, and to collect, repair and deliver them to the distribution center.

The elementary schools joined earnestly in gathering all kinds of dolls, doll equipment, games, toys, books and playthings, all of which were sent to the junior high school where a sorting room was established. Here toys were examined and appraised. Those worth repairing were sent to the shops in the various schools and pupils repaired and repainted them. The sewing and art classes took over the dolls and doll clothing and bedding, washing all dolls, retinting many and laundering the soiled items. Teachers cooperated splendidly, working during classes as well as out-of-school hours. Pupils came Saturdays and many took things home to work on. Individuals and groups of townspeople assisted in sorting and repairing. All were eager to have a part in contributing good cheer to those less fortunate classmates and neighbors.

When completed the articles were sent to the distribution center, a room in a centrally located office building, the heating and lighting of which were donated by the owners. Thanksgiving and Christmas baskets of food were also collected in the schools and sent to families in distress.

At the junior high school motion picture assemblies were held. Admission was a toy, doll, game, book or plaything. Those unable to gain admittance in that manner paid five cents to attend. A contest among home rooms was sponsored to see which would bring the greatest number of contributions. One room brought 276 items. In the entire junior high school, having an enrollment of about 850, about 2,000 usable items were contributed by the pupils.

At the distribution center the toys, clothing, dolls, books and games were arranged on tables. The parents brought their "orders" from the investigators and were allowed to choose those things reported needed. The gifts were wrapped and taken home by the parents as if they had been obtained from the stores, thus causing the least embarrassment within the families.

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Elementary pupils gathered toys and games. The junior high school set up a sorting room. School shops repaired and repainted toys. Sewing and art classes took over the washing and retinting of dolls and doll clothing. Teachers worked in class and after school. Pupils came on Saturdays and all worked as a unit in a community-wide movement to give the needy of the town a merry Christmas." This, in brief, is the interesting story told by Leslie J. F. Edmunds in the November issue of *The Nation's Schools.*

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The Richmond Traveling Players

By FREDERICK WAHL
Director

THIS SEASON the Richmond Traveling Players, an adult drama group sponsored by the San Francisco Recreation Commission, celebrates its fifth year of activity.

In 1931 the group was organized by Miss Gertrude Freese, under the supervision of Miss Hester Proctor. The history of the Players has not been one of continual successes, but it has been a story of steady growth. The first production was something of a dramatic and financial nightmare because of unforeseen differences between certain members of the cast and a portion of the audience. With the very first act strange noises began to issue from the darkness of the auditorium. From the balcony came a deluge of beans all too well aimed from the pea shooters of a neighborhood gang. A famous actress of the old Belasco days sitting in the audience was forced to make her departure amid a veritable hailstorm of the little pellets. Lighting effects were interchanged so that the lightning flashed when the moon was supposed to rise and vice versa. Hoots, cat calls and donations of various kinds were so generous that at the close of the play the curtain came down with little short of a small riot in the auditorium. Yet in spite of the discouraging demonstration a goodly number of the players appeared next season to try their luck in the lists of drama a second time.

Facing them now was the usual bogey-man of amateur groups—high royalty rates. The second season they tried a modern non-royalty piece which they gave with success before several audiences in San Francisco. However, the shallowness of this play and of other non-royalty plays became too apparent. The performances were successful because the script was so simple that results could hardly be otherwise.

The personnel of the group fluctuated with annoying frequency. By the third season, the company had become reduced to four members and the director. Far from being discouraged, this handful of interested persons worked up an evening's program of one act plays which they performed continually for six months. They appeared on all sorts of stages, under every condition, and before as many types of audiences. Frequently they would put on a performance with no knowledge as to the size or the equipment of the theater in which they were to play. As often they would not see the stage until an hour or two before the performance. This meant that the entire business of a play might have to be changed at a moment's notice to fit the existing conditions without a chance for a single rehearsal.

Thus the actors became well suited to their name, the Richmond Traveling Players. With no home theater they traveled about San Francisco playing at any place where they could secure an engagement, gathering experience which could not be found in any school or text of acting.

Reviewing Theatrical History

In 1933 the company grew considerably and the director embarked on a new policy which the group has followed ever since. Finding the good modern royalty plays far beyond their means, and the usual run of the non-royalty play not worth the effort to produce, they turned to famous stage successes of other days, which had been played the world over by the greatest stars but which because of excessive length or antiquated speech and construction had passed into theatrical history. Here was a field of proven successes, and all free of royalty complications. All that was needed was to modernize them. Could it be done?

The first venture was a revival of the *Barber of Seville* given at the Little Theater of the Palace of the Legion of Honor. The new version was prepared by the director, who adapted his play to the group rather than the group to the play. The undertaking proved very successful.

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A story which proves that neither high royalties nor a lack of appreciation can discourage amateur actors!

The Skiing Epidemic Invades the Western Slopes of the Rockies

By RAY FORSBERG
Salt Lake City, Utah

"EPIDEMIC" is an apt description for the new and revived interest in winter sports which pervades the Wasatch Mountain area, with Salt Lake City as the hub of the activity. This new emphasis is perhaps a reverberation from the recent nation-wide trend in winter sports rather than a singular condition, but the facts seem worthy of mention.

For many years the skiing possibilities of the Wasatch Range have been extolled by visiting ski experts, as well as by a handful of local devotees who have dipped into the winter fastnesses in years gone by. Certain areas have been compared favorably to the Swiss Alps and other renowned winter sport sections. Average snow conditions permit six months of winter sports. Not until the last two years, however, has this knowledge been generally verified from first hand information. During the past two years participation in skiing in the vicinity of Salt Lake City has increased in meteoric fashion. For every skier of the old régime there are fifty new converts, and judging from the contagious aspects of this sport the next few years should see comparatively greater increases in participation. The winter secrets of the Wasatch range are doomed!

Gone are the "toe-strap" skiing days, and the old custom of just "riding" down hill and walking back up, with skiis over the shoulder. The supposed dangers from using ski harnesses have been completely eliminated; on the contrary, harnesses have become indispensable utility and safety factors in proper equipment. Gone are the cumbersome and unmanageable nine and ten foot ski outfits considered so vital to commodious ski travel! And gone, too, are the heavy and bulky types of clothing thought to be essential to winter sports indulgence. An entirely new theory and technique dominate the modern school of skiing, which even go so far as to include a new language. "Stem," "Christiana," "telemark," "valendesprung," and "slalom" are only a few of the terms that have crept into skiing conversation and become important to proper comprehension. Compact and practical equipment coupled with light, serviceable and colorful accouterments have revolutionized skiing quite generally, but especially now in the intermountain district.

Brighton is primarily a summer resort nestled at the top of Big Cottonwood Canyon, some thirty miles from Salt Lake City, and accessible also from Park City by a six-mile mountain trail. The

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snows pile up to a depth of nine and ten feet at Brighton during the course of the winter and provide the place with ideal winter resort possibilities. Adventurous skiers in bygone days were proud to relate their prowess in negotiating the mountain trail to Brighton in twelve to fourteen hours. It was not uncommon for less ambitious skiers to consume the better part of two days for the trip over, and two days back. Any thought of making a round trip in less than two days was dispelled with mumblings of lunacy. There is a radically different story today. An average skier, properly equipped, can make the trip over in three hours easily. Expert skiers make the run in less than two hours. Thus Brighton and other equally attractive skiing havens in the Wasatch Mountains have become accessible to Mr. Average Skier, and indications point to even greater activity in the winter than in the summer.

Another noteworthy change is taking place in local winter sport circles, and this change is particularly important from a recreational point of view. Skiing, up to a certain degree, is changing from a "spectator" to a "participation" activity. Thousands of people in the vicinity of Salt Lake City have seen some of the greatest and most colorful ski jumping exhibitions in the world. In fact, Salt Lake City has become the permanent home of a number of the greatest jumpers in the business by virtue of the great ski hills located in this territory. World records have been broken at Ecker Hill with such regularity and decisiveness that jumps under two hundred feet fail to excite the deserved recognition from the crowds. Every time a new record was sought improvements were made in the take off and hill, and finally a jump of two hundred and ninety-one was accomplished. But these daring leaps by the country's best riders do not carry the same thrills as at first; in fact, it's much more thrilling *personally* to ski down the hill and perhaps make a small jump. And that happens to be the trend in this locality. Ski jumping exhibitions will always be attractive. The national ski jumping tourney will undoubtedly be held in this region in 1937, and will draw thousands and thousands of spectators, but from now on the average fan is going to spend more time "doing" than "watching."

This mushroom growth in winter sports has focused the attention of the entire region upon the problems of further development. Additional trails need to be cleared; additional ski jumps and toboggan slides must be prepared and shelter and sanitation facilities constructed. Areas must be mapped and charted, and, most important of all, roads must be kept open. A civic Winter Sports Committee has been organized to coordinate the activity of all agencies to insure desired and maximum results. The Forestry Service, CCC, WPA, NYA, state, county, city, and service and activity clubs are all working with a single purpose—to make the intermountain country a better place to ski.

The Junior Chamber of Commerce has undertaken "ski train" promotion after a successful experiment last year. Five hundred skiers embarked on the first attempt, and at least four similar expeditions are scheduled for this season. Everyone is enthusiastic, and all are hopeful that some day Salt Lake City may become one of the prominent ski centers for America.

Increasing interest in skiing is shown in the action of the New York State Committee on Skiing of the Adirondack Mountain Club in calling a state-wide conference on skiing to be held in the State Office Building at Albany on December 5th. All interested in skiing are invited to attend, and a special invitation is extended to playground, state and municipal park officials. Among the subjects discussed will be the following: Community Organization for Winter Sports; Safety in Skiing; Ski-tow Construction; Transportation; the Location, Construction, Financing and Supervision of ski trails and fields, and How to Serve the Interest of beginners and Novices.

"Why is there any reason to believe that skiing in this country will keep on growing in popularity? The answer is, first, that skiing history indicates American skiing has not yet reached its 'teens; and finally, that in the snow belt it has proven to be the most invigorating and enjoyable outdoor winter activity available to both sexes regardless of age. The one thing that might discourage skiing is recklessness—riding out of control, cracking up, attempting to progress too rapidly, disregard of ski etiquette, skiing without knowledge of snow conditions and suitable techniques, competing when not in training, and lack of respect for cold and storm. When such foolhardiness occurs there is not only personal danger, but danger to the health and lives of others, and of course, to the reputation of skiing as a sport. Skiing must be kept safe if it is to continue its phenomenal advance." From bulletin issued by the Western Massachusetts Winter Sports Council.

Mass Hikes

There is a definite place in the recreation program for the organized mass hike toward a group-determined objective.

Courtesy Los Angeles County, Department of Recreation, Camps and Playgrounds

By EUGENE L. ROBERTS
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EVERY NORMAL human being is endowed with a greater or less degree of what is properly called nomadism: the urge to move into new scenes, new and different evironment. In its extreme form this produces the tramp, on the one hand, and the scientific explorer on the other. Society profits by the compelling "insanity" of an Admiral Byrd, but pays an economic price for the eternal wandering of the "Weary Willie."

Associated with this fundamental restlessness is the impulse to move en masse, to go with a crowd, to migrate in "herds," to tramp in unison with fellow creatures. There must be a kind of ecstasy in the initial moments even in the swarming of bees, the seasonal migrations of birds and the sudden movement of the pack.

Some wise student of human nature has said that happiness is the normal and natural by-product of the satisfaction of an inner urge in a way which squares with an ideal. Instinctively we must have our actions square with the prevailing ideals of the "herd." When we stride in wholesome cadence with our fellows towards some herd-determined objective, we experience deep satisfactions.

The organized mass hike towards a group-determined, or at least group-accepted objective, has an important place in community recreation programs. It arouses sleeping impulses to be up and on the move and to take up the step, so to speak, with the tribe. Naturally it selects those people who have strong nomadic tendencies, coupled with normal or more than normal gregarious and social instincts. By its very nature it eliminates the anti-social, the recreational misfits, the individualists, the rationalizing and compensating highbrows, and many other personalities who deviate from the normal in the direction of solitariness and introversion. Very often it does not eliminate the exhibitionist and other types of persons who exploit the group for egoistic satisfactions. But on the whole the mass hike, well organized and conducted, tends strongly to socialize the group and to long-circuit selfish tendencies.

Avoid Over-organization!

The words "well organized" and "well conducted" do not imply over-organization or ultra-strong leadership. They mean a minimum of regimentation and restraint. There is genuine fun in conforming to reasonable discipline on any group outing. However, hikes are often ruined by leaders with a prepossession for perfect organization and a meticulous concern for details. "Rough-hewn" recreational affairs are more human and have a more fundamental appeal. Fresh and spon-

taneous life flows into the events through crevices of delightfully imperfect organization.

Mass hikes are not suitable in the recreation program of all communities. They are probably not advisable for all groups, nor for all localities. Notwithstanding this, there are conditions under which the large crowd "Spaziergang" can be taken and repeated at regular intervals until it becomes traditional and works its way into the life of the people as a wholesome and happy expression of neighborliness.

Some of these favorable conditions are: first, a certain homogeneity and natural neighborliness of the people; second, inviting scenic features not too far distant from the central community; and third, a wise and enthusiastic organizing leadership which is permitted to carry on over a reasonable length of time.

Mass hikes should have some of the spirit of ancient pilgrimages. The destination very often can be the same, year after year, for the same outing. It should be considered in some symbolic sense as holy ground, where people have an irresistible urge to commune with sacred oracles of forest, stream, waterfall, or mountain gods; where they can play, dance, sing and worship in common.

Rhythm is important even in the regular recurrence of events. There are communities which have their seasonal and annual mass hikes and mountain-top pilgrimages. With the rhythmic repetition have come enrichment and charm. Throughout the years these great social events have gathered into themselves tradition, recreational ritual and delightful entertaining features, and have discarded activities and attitudes which failed to harmonize with the deeper meaning of the events.

A Mass Mountain Climb

Perhaps the writer can do no better at this point than to describe in some detail a "mass mountain climb" which it was his good fortune to set going in the summer of 1912, and to assist in sustaining and developing during a period of twenty-five years. This great community trek is known as the Timpanogos Hike, and now draws more than ten thousand mountain lovers into a happy throng for a two day outing every summer at Aspen Grove, near Provo, Utah. The favorable conditions surrounding the inception and development of the unique festival included first, an activity-minded University of some twelve hundred students which served as the organizing center; second, a wonderful mountain, fifteen miles distant, with unsurpassed attractions — giant cirques, a hundred waterfalls and numerous groves of aspen and fir trees; third, a city of fifteen thousand people with more or less common interests and ideals; and fourth, a score of surrounding towns and cities not unlike the University community.

This in general was the setting in which the great Timpanogos Hike began. Twenty-two people participated in the first outing. These were very loosely and informally organized into camping units. Since it required a full day of difficult mountain travel over drag-roads and trails to get bedding and equipment to Aspen Grove, where the climb began, an efficient transportation committee was necessary. Outside of this there was little organization.

One year later, however, when the "second annual Timpanogos Hike" was announced, sixty-five enthusiastic mountaineers responded. With the increase in numbers came the necessity for more complete systematization. Camping units of from ten to fifteen people were organized, each with a captain, a "captainess," cooks, wood-gatherers, fire-makers, etc.

With deliberate effort to build tradition about this annual outing, the management introduced the following features: bonfire program, a playful dance ritual, early morning music from an adjoining peak, "secret signs" and "mysterious" word symbols with definite implications for all who heard and understood.

The third annual mountain climb drew two hundred people. Somewhat more complete organization became necessary but nevertheless the principle of informality still prevailed. Responsibilities requiring special committees were those associated with the commissary, equipment, camp organization, camp sanitation, bonfire program, hiking plan, special features, fire-lighting ritual and provision for first aid. Some of these responsibilities were taken care of by individuals asked to serve as committees of one.

"With the return to simple life will come a new enthusiasm for the out-of-doors in all its aspects. It is probably safe to predict that we are about to experience a Renaissance in mass hiking. America is already on the move by automobile caravan. It may soon be moving en masse over mountain trails to undiscovered retreats where it can hear and feel the heart beat of reality and can gather strength from the everlasting hills."

These first three hikes set the tone and determined the social and cultural atmosphere of all subsequent mountain festivals. Devices used to establish this traditional spirit took the form of sentiments expressed through preliminary announcements, through publicity, and at bonfire entertainments; informal but effective chaperonage; hiking together; resting together; playing together; interesting lectures and stories along the trail and special features at the point of destination.

To prevent deviation from the established standards without evidence of regimentation, restraint or preaching, the hikers used sign language to "whip" any recalcitrant individual or group into line. For example, in the earlier climbs when a hiker showed signs of being offish or unsocial, because of fatigue or irritation, when he or she grumbled at the pace or lapsed into gloomy silence, his fellows would raise their finger signals high above their heads, and immediately complete rapport was reestablished. The unpleasant mood died in a laugh. Even tendencies to pair off were conquered with harmless but meaningful signals given in good spirit by those who felt that such display of devotion might offend the mountain gods!

The writer feels justified in calling attention to these features which appear to be necessary on large mass outings to preserve proper social attitudes and to forestall criticism. Leadership is responsible for cultural tone. This leadership must get its results through subtle suggestion. Its supervision must express itself through tradition and "setting" and not by direct admonition.

The Timpanogos Hike grew in numbers and increased in significance throughout the years, until at present it is unquestionably America's, if not the world's, greatest mass-mountain climb. It is conservatively estimated that fifteen thousand mountain lovers will participate in the Silver Anniversary festival to be staged next July.

These people will now go to Aspen Grove over a broad, well-graded government road; they will pitch their camps in a camp ground sanitary and inviting in every respect; they will assemble in the large hillside "Theater of the Pines" with a seating capacity of ten thousand, on the night before the actual clumb begins, for two hours of ceremony, ritual and entertainment. They will be awakened at daybreak by music coming from Guide's Peak; after breakfast, they will begin the climb, moving like a two-mile-long Chinese serpent over a perfect government trail, through flower beds waist deep, under waterfalls, over ledges, across amphitheater floors, and finally up the Timpanagos "Glacier" to Monument Peak. Those who reach the peak will be presented with buttons.

This, then, is a brief description of one organized mass hike which has become a permanent part of a community recreation program and has stimulated the starting of other group mountain climbs throughout the Rocky Mountains. It was brought into being by the Recreation Department of Brigham Young University at Provo City, Utah, for the specific purpose of assembling large numbers of people of all ages in annual migrations to mountain shrines.

Other mass hikes might well be described in this article, especially the annual Mt. Nebo Hike staged by the people of Juab County, Utah, the yearly community climb to Mt. Hood in Oregon, and the large group outings conducted by the Recreation Department of the State University at Salt Lake City and the City Recreation Department of Ogden, Utah.

Along with the larger mass hikes are many smaller affairs such as moonlight climbs to nearby peaks, sunset hikes to lake-side and river-side retreats, sunrise walks, nature outings, and many of the standard hikes conducted by departments of community recreation throughout America.

America appears to be entering a new cycle of simple life. This is reflected in current trends in literature, in the drama, in moving pictures, in music, and in philosophy. Weary of artificiality and superficiality, great numbers of people are beginning again to seek fundamental values in wholesome and natural living, in spiritual verities, in fellowship, communion and in simple recreations.

RETREAT

There's nothing that I'd rather do
  Than walk a mile or two
    On quiet trails.
A leafy canyon's just the place
  To have a winning race
    With nagging cares.
I learn, in whispering forest ways,
  The meaning of the phrase,
    "The peace of God."

—Edith Piotrowski.

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Increasing America's Recreation Facilities

Everyone interested in the recreation movement recognizes the fact that the recreation facilities of the country have been greatly increased through the activities of WPA and other governmental agencies. Just how extensive the new construction and improvements have been will, however, come as a surprise to many. We are indebted to the Information Service of the Works Progress Administration for this comprehensive and illuminating statement.

PROJECTS for the construction or repair of facilities covering the whole gamut of American recreation are included in the 5,722 which come under the general Works Progress Administration heading, "Parks and Other Recreational Facilities."

Name your favorite recreation, and whether you are child or adult, it will be found that somewhere in the United States and probably close to you, WPA or its predecessors, the CWA and FERA, has constructed, repaired or improved facilities for your more complete enjoyment of it.

Only a casual survey of WPA records shows that its activities in providing more and better recreational facilities is a long one. It has constructed or repaired rifle, skeet, trap and pistol ranges; helped improve game preserves; constructed or repaired golf courses, swimming pools, wading pools and bathing beaches. It literally has created vast lakes and smaller ones for public enjoyment. Rodeo fields, soccer and football fields have been built and polo grounds repaired and improved. Hundreds of children's playgrounds have been constructed and their equipment of swings, see-saws, teeter-totters, climbing towers, slides, jungle gyms, installed. Croquet, badminton, handball, outdoor bowling, boxing and wrestling facilities have been provided for adults.

Fish hatcheries built by WPA are ready to loose fingerlings and larger fish in streams and lakes, some of which have been depoluted by WPA workmen. Baseball diamonds, athletic fields, tennis courts, sprinting and race tracks have been or are being constructed and repaired by the scores. New grandstands have been or are being built or old ones repaired. Gymnasiums have been constructed or repaired, together with many indoor and outdoor basketball courts. Amphitheaters and band shells have been or are being constructed. For the outdoor enthusiast hiking trails have been hewn out of forests and in Michigan a mountain drive and a ski jump were provided through a WPA project.

Winter sports were not neglected. Ski, toboggan and sled slides were constructed or repaired, the famous run at Mt. Hovenburg, near Lake Placid having received a going over. Skating rinks have been built and snow shoe trails marked out.

Picnic grounds with stone fireplaces have been laid out and camping grounds cleared, in some cases for Boy Scouts and 4-H Clubs. Tourist camps and parking spaces were cleared. Swamps and other unsightly places have been converted into parks.

All this, of course, is quite apart from the activities of the Federal Theater Project, which employs about 10,000 professional theatrical people to provide through its various units throughout the country recreation for an uncounted but certainly a huge number of persons, a large part of whom otherwise would have no similar recreation.

It has been noted that there are 5,722 WPA projects devoted to parks and other recreation facilities. This does not take account of the work done under the predecessors of WPA, the Civil Works Administration (CWA) and the Federal Emergency Relief Administration (FERA), under which there was an enormous amount of work completed.

Before the Days of WPA

Thus, before WPA entered the picture, the following had been completed:

	Constructed	*Improved*
Parks	882	2,639
Children's playgrounds	2,382	3,200
Athletic fields	4,126	3,537

Under the heading "Athletic Fields," were the following:

	Constructed	*Improved*
Combination fields	204	1,001
Baseball	619	627
Football	211	235
Track	126	82
Tennis courts	1,910	1,187
Other courts	679	369
Other types of fields	357	36

For the better enjoyment by spectators of athletic and other spectacles, 618 grandstands of various kinds had been constructed and 460 repaired or improved.

The records show that 1,850 "recreation buildings" had been constructed and 2,947 repaired or improved. These included the following:

	Constructed	*Improved*
Auditoriums	106	322
Gymnasiums	310	332
Park buildings	497	665
Fair buildings	...	...
Combination community and recreation halls	417	455
Children's camp halls	24	256
Miscellaneous	238	178

In the way of increased or improved bathing facilities, the predecessors of WPA had accomplished the following:

	Constructed	*Improved*
Swimming pools	351	226
Wading pools	185	80
Bathing beaches	143	104
Bath houses	135	132

Opportunities for Swimming Provided

And WPA did not lag in the building or improvement of swimming pools, wading pools, bathing beaches and bath houses. Its records show that it engaged in 592 such projects in the District of Columbia and in all the states except four, distributed as follows:

Alabama, 18; Arizona, 4; Arkansas, 29; California, 14; Colorado, 12; Connecticut, 8; District of Columbia, 1; Florida, 3; Georgia, 8; Idaho, 8; Illinois, 36; Indiana, 10; Iowa, 8; Kansas, 16; Kentucky, 9; Louisiana, 4; Maine, 1; Maryland, 22; Michigan, 14; Minnesota, 23; Mississippi, 7; Missouri, 5; Montana, 8; Nebraska, 22; Nevada, 2; New Hampshire, 22; New Jersey, 14; New Mexico, 3; New York State, 6; New York City, 79; North Carolina, 6; North Dakota, 3; Ohio, 25; Oklahoma, 19; Oregon, 4; Pennsylvania, 5; South Carolina, 15; South Dakota, 6; Tennessee, 5; Texas, 25; Utah, 18; Virginia, 2; Washington, 12; West Virginia, 16; Wisconsin 15.

Other Facilities

In the realm of winter sports, the following had been accomplished by the predecessors of WPA:

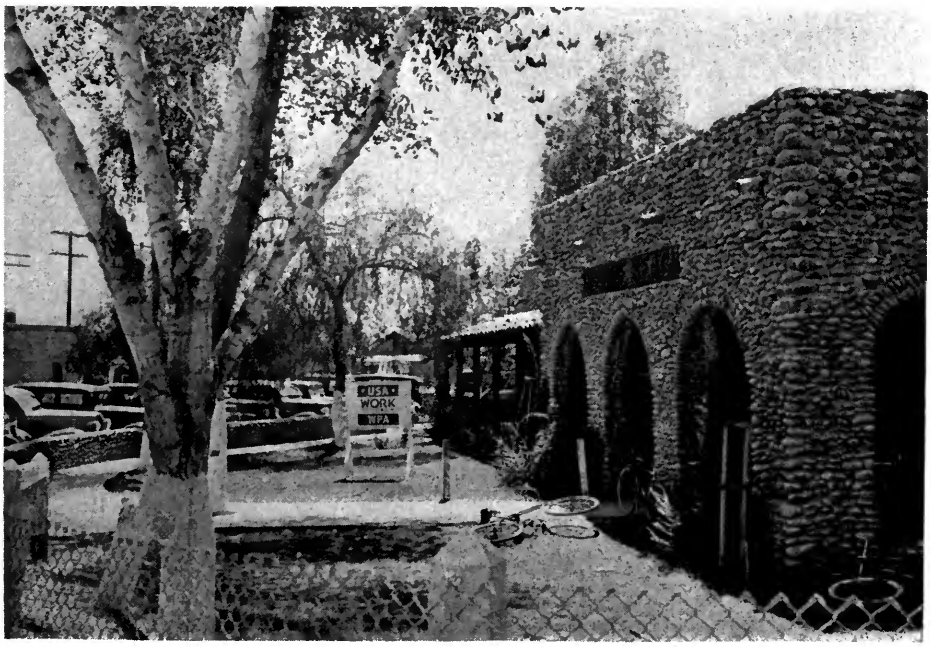
	Constructed	*Improved*
Ski jumps	48	27
Skating rinks	887	203
Toboggan slides	53	30
Miscellaneous	12	9

There had been constructed or improved 37 rodeo grounds, 50 race tracks, 89 rifle ranges, 95 tourist parks and 677 miscellaneous recreation grounds.

Fish hatcheries to the number of 217 had been either constructed or repaired and improved; 465 fish ponds, and 70 game preserves.

The building or improvement of more than 600 golf courses in the forty-eight states and the District of Columbia has been a part of the program of WPA and its predecessors in the Work Program.

Many are the reasons why the construction or improvement of recreational facilities has had such an important part in the Work Program. The first has been that the men on relief rolls are largely suited to that type of work. Another is that when community funds run low or are ex-



A WPA project in Arizona where provision of swimming pools and of beaches represents a very important service

hausted, as was the situation in many places throughout the country at the time the Work Program was instituted, the construction or improvement—sometimes even ordinary upkeep—of recreational facilities was among the first of things to be neglected. When, therefore, they sponsored projects for recreational facilities, they found the WPA responsive because by means of such projects employment could be given the destitute men of the community who would not have been available for projects requiring workmen with a high degree of skill.

It is estimated that when the 5,722 recreational facility projects of the WPA have been completed they will have cost $181,816,044, or about one-eighth of the cost of all projects selected for operation. Of this amount, $20,192,153 will have been paid by the communities sponsoring the projects, while the Government will pay the balance, nearly all in the payment of wages of persons certified to have been in need of relief.

In Individual Cities

Instances galore might be cited where dumps have been converted into playground and swamps into parks. At Bartow, Florida, a series of Venetian canals was built in ten acres of land contributed by the city. In Salt Lake City, Utah, the old Yale gulch, once used as a dumping ground, was converted into Miller Park, so named in honor of the donor of the land.

In Canton, New York, the students and faculty of a school held an enthusiastic meeting and raised $830 as a contribution toward a project to build an athletic field. Henry Faxon, private citizen, contributed a large tract of land at Quincy, Massachusetts, for the construction of a playground which he said he would beautify after its completion by the labor of men who had been on the relief rolls.

The city of Dayton sponsored projects for the conversion of two unsightly areas, one of them a 15-acre dump, into playgrounds and parks. There was hardly a city in the country that has not taken advantage of the opportunity of sponsoring projects for the improvement of existing park and playground systems and the construction of new facilities. The work done at Detroit, Michigan, was declared to have been a job of "municipal face lifting," while the work done in New York City has been notable for its extension of recreational facilities to scores of thousands of the city's poorer classes.

Minneapolis, Minnesota, had a $3,000,000 job done on its park system and among other things placed on a permanent site in one of the parks the home in which the late Governor Floyd B. Olson was born. At Seattle, Washington, more than 1,000 men were employed from among those certified to be in need of relief in improving playgrounds and beaches, city parks and boulevards. Work done at Wilmington, North Carolina, enabled it to live up to its title of "The Port City of Progress and Pleasure." In Paducah, Kentucky, earth was pumped from the Ohio River bed to fill a large ravine and create a city park on the riverfront. And Chattanooga, Tennessee, sponsored park and improvement projects that cost half a million.

The Earl Faulkner Post of the American Legion, in Everett, Washington, acquired 185 acres of land four years ago for a municipal park and about $11,000 was spent on its development before work was stopped for lack of funds. It was completed under a WPA project.

In Oklahoma, Lake Murray, the largest lake in the state, about 10,000 acres in area, was constructed by the erection of a dam, 150 feet wide and 950 feet long. Near Syracuse, New York, where there are great salt deposits, the overflow from the salt springs was impounded to form a lake, sand was distributed around the shores to make a beach, and now the whole community may have its salt water swim.

Devil's Den, a 3,600 acre tract in Washington, Arkansas, had long been known for its natural beauty, but its inaccessibility made it available for the recreation of a comparatively few. Under the Work Program roads were built to and in the Park, and a state game reserve and camp sites have been laid out for tourists.

Better access was similarly provided for Mt. Hood, in Oregon, 152 men having been employed for approximately eighteen months to make its approaches better for the thousands of tourists who visit there, winter and summer.

In the building of a golf course at Reno, Nevada, the question of a proper water supply for the greens became moot, with the result that the engineers drilled to find water at 415 feet and then erected a reservoir to supply the needs of the 180 acre tract.

One of the finest baseball parks in Kansas was constructed at Manhattan to house the local team in the Ban Johnson League. This league is an

(Continued on page 467)

A Christmas Miracle

By A. D. ZANZIG
National Recreation Association

SINCE CHRISTMAS is a time for remembrances of past holiday seasons as well as for being radiantly alive to the present one, I would like to tell what happened three years ago in a large eastern city. It is the story of a kind of Christmas miracle that could easily be brought to pass, and also to stay, in any city, and at other times in the year as well as at Christmas time.

Among the very large number of recreation centers in that city, and settlements, orphanages and other places where children gathered in their spare time, there must have been a few in which there was some good music now and then. Every child in the city was taught music every day in the public schools. But a music committee that had recently been formed to help further the musical possibilities in those after-school centers was very dissatisfied with what they found in them.

Without Benefit of Spirit

Such singing as they heard was not only crude and awfully hard on young throats. Crudeness, when the thing expressed has any real love in it and some generous impulse, something true and vital to the real life of the individual, is immensely more to be valued than a polished performance without these. But this singing seemed to lack all personal quality and all real enjoyment, as though singing were nothing more than an activity of the mouth and throat muscles. *Home On the Range*, for example, was bellowed in a way that would certainly have amazed if not enraged the cattle that were accustomed to being quieted by it! And one hesitates to think of what the more intelligent animal, the cowboy's horse, might have done under the circumstances! It might have been the slow-swinging gait of a horse ambling along on a far trail, by "the light of the glittering stars" perhaps, as the words go, that first gave this song its easy flowing rhythm. At any rate, it would be only good horse sense to sing it smoothly and with a slow-swinging flow of words and melody.

How does so wistful a song, or any other song, get to be sung so crassly and without meaning? This the committee asked. Had the children been "pepped up" many times and never recovered from it? It is true that if singing is not of itself alive with a real love of it, with some soul-inviting sense of mood and meaning, be it merry, sentimental or whatever you wish, and with some degree of our natural pleasure in harmonious sounds and free-flowing rhythms, one way to keep it going is to pump a lot of muscular energy into it, which is what is often meant by "pepping it up." The result would be such as has been described.

Another explanation is that the children were letting out energies pent up by the demands and suppressions, often contrary even when not intended to be so, of the homes and schools and possibly of the recreation centers also. In some instances there seemed to be unrestrained rebellion in their singing, as though it were giving them a rare chance to fling out, all of them at once, their resentment against convention, ugliness, crowding, unsympathetic and nagging parents, dull teaching and perhaps dull recreation leadership also. This might have been true even if they were not conscious of its being so. And what a rare sense of power and freedom many of them must have had in taking part in so reckless, uncontrolled and all-pervading a racket!

Life Will Find a Way

After all, life is a very expansive thing. From the almost ceaselessly active two-year-old, trying all things, or his slightly older brother forever asking questions, to the astronomer trying to project his vision farther out into the universe; or from the city child loosed on a flower-trimmed meadow or among some boats, or dreaming of heroic deeds, to a deaf, sorrow-stricken Beethoven writing the gayest of all symphonies, the Seventh, or the heaven-scaling Ninth, life is forever under an urge to realize itself in some way or other. It is especially expansive in the young child. It is said, therefore, that he is by nature an artist. His impulses to express are as strong as the artist's, his imagination as active and ready to create, and his tendency as great to give himself completely and self-forgetfully to that which answers his heart's

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desire. But if these urges of life are thwarted again and again or rarely or never given good opportunity, it will break out in some sort of rebellion or be cowed into blank timidity, if not into illness. Healthy, free-spirited children who have found the sorts of every-day experiences that rightfully belong to them do not sing as those children did.

But since even that singing is an outlet and a much less harmful one than is many another common outlet, let us be thankful for it, even at its worst. We shall not scorn it or combat it directly, but try in other ways to make the most of it. As recreation leaders, however, whose main purpose it is to provide good opportunities for people to find out what life can be at its best, we cannot be content with such singing.

A Glamorous Way

There was, the committee found, also a great deal of pseudo-sophisticated singing of the current popular songs. One sometimes hardly knew whether to laugh or cry over the adult-like antics and hard-boiled crooning and tap dancing of little children from five or six to ten years of age. In a number of movie theaters "amateur hours" were being run off in which children, alone or in groups, appeared in such singing and dancing. "You Try Somebody Else, I'll Try Somebody Else," was one of the most popular songs. A child, having sung it through in that hard, cynical-sounding voice which children put on when they imitate a movie or radio "blues singer," would then break into tap dancing and general wriggling while the pianist put in all the extra patter. The audience would laugh and applaud vigorously, making her do it all over again, as though they were bent on hardening her as much as possible and making sure that she would never respond to anything wholesome, lovely and really child-like again.

Now, when one compares the color, glamour and high degree of social prestige of the movie theater with the lowly plainness of the recreation center, it is easy to imagine the attitude of those children toward the idea of singing good songs simply, with real, child-like enthusiasm and without self-display, in those centers. In one Neighborhood House where a crowd of children and adults was gathered for a monthly program, which was entirely of short, slapstick movies, and where an attempt at some good general singing was to be made, one of the little movie amateurs (heaven save the word!) put the House in its place in no uncertain terms. The woman in charge of the program had asked the visiting music leader whether he wouldn't like to have sing alone a boy who had been "making a hit around the neighborhood." She sent another boy to find him in the back of the room and ask him to come forward to see her about singing. The answer brought back by the messenger was, "He said he wouldn't give dis place a break." He wouldn't sing even a "hit" song in that place! Talk about professional snobbery! This lad was crusty even before he was half-baked. And unless a youngster in this state undergoes some sweetening and much absorption of the indispensable fruits of the spirit, and that very soon, certain ingredients required by nature for all good human cakes will never be in him and he will be tragically unattractive to himself as well as to other people.

All the children, snobbish or not, who had got so thoroughly taken in by the so-called "hot" stuff of the adult show seemed certainly to be hardening themselves against things essential to their inner growth. This was not because the songs were popular ones, though most of these are not suited to children because of their adult emotion, if for no other reason. It was because of the ones chosen or the lack of choice, the way they were sung and the conditions under which they were sung.

The Committee Finds a Way

What could the committee members, bent on improving the situation, do? How could they counteract the influences at work? How introduce the enjoyable singing of good songs in places where there had been no music at all. These were some of the problems they faced.

The committee decided that a principal cause of the poor state of affairs was the fact that all the social prestige, of which these children knew, was on the side of that kind of song and that kind of singing. One thing to do, then was, to make it possible for the children to discover and enjoy a fine kind of social prestige for good songs and

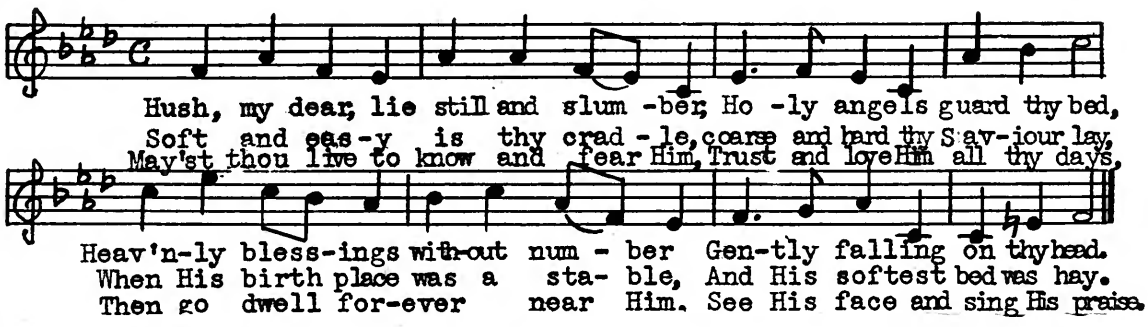
"Everyone is born to love beauty just as everyone is born to love song. Ever since the world began people have been creating what to them is beautiful. Some can create beautiful things more easily than others, but all can enjoy them. We are all artists." — *Elizabeth Wells Robertson,* National Chairman of Art, National Congress of Parents and Teachers.

good singing. So, it being mid-October, a plan was drawn for a Christmas festival in which children in all the centers were to be invited to sing. The festival was to take place in the city's Art Museum, and the fine orchestra of a prominent conservatory was to play the accompaniments. This was to be an affair of the city, not of some neighborhood movie theater, and it would be recognized as such by many people, including the newspaper editors and, incidentally, the children.

The interest of the executives of the various centers was easily won. Since only a very few centers had any music leaders, and there were no funds for engaging any more, an appeal for volunteer leaders was made before the members of a

nette, Isabella, which can certainly recapture the spirit of childhood if any song can; and one of the most beautiful of all, the Catalonian *Christmas Rose* from Alfred Swan's *Songs of Many Lands,* published by Enoch. The Italian carol that the Abruzzi mountaineers sing was also among them, the one that suggested to Handel the melody of the aria, "He shall feed His flock," from the universally loved oratorio, *The Messiah.* This carol is called Pastorale, I think, and is in Eduardo Marzo's *Fifty Christmas Carols,* a fine collection published by G. Schirmer, Inc. There was another carol from that collection and also the following one from our own Southern Appalachian Mountains.

Hush, My Dear


Hush, my dear, lie still and slum -ber, Ho -ly angels guard thy bed,
Soft and eas -y is thy crad -le, coarse and hard thy Sav-iour lay,
May'st thou live to know and fear Him, Trust and love Him all thy days,
Heav'n-ly bless-ings with-out num - ber Gen-tly falling on thy head.
When His birth place was a sta- ble, And His softest bed was hay.
Then go dwell for-ever near Him. See His face and sing His praise.

An accompaniment for this one is in a collection of Mountain Songs entitled *Devil's Ditties* compiled by Jean Thomas

fine chorus and before a large group of music lovers gathered for an evening of music at the spacious home of the chairman of the committee. The appeal was simply for help only once or twice a week during the coming two months in enabling groups of children to learn some delightful carols. A Christmas present to the children, it was called. Twenty good musical people volunteered, and a series of sessions was held for them in one of the recreation centers the very next week, during which they learned the carols thoroughly and discussed and demonstrated presentation and uses of them.

Christmas at Work

In the meantime a schedule of rehearsal times for the still unformed groups of children in the various centers was arranged. Over seven hundred children in thirty-two centers were soon learning some of the most delightful old carols in the world, including the French *Bring a Torch, Jean-*

In addition, there were the more familiar carols which the children had learned in school, including the jolly "Deck the Hall with Boughs of Holly," and the English *Wassailing Song* commencing, "Here we come a-wassailing." But for closing the program there was the grand, simple chorale, "Good News from Heaven," sung in unison and with its stirring orchestral accompaniment, from Bach's *Christmas Oratorio.* And for closing the first half of the program, just before a short old English *Christmasse Masque* was to be given, the glorious but also very simple *Christmas Song* derived by Gustav Holst from an old English carol was learned.

It was well to include some school-learned carols in order to provide for a carry-over of school music into the life outside. The more and better the music taught in schools, the more occasion there is for arranging such situations in which to use it entirely outside of school. It was

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Handicraft Arts in the Public Recreation Program

By MINNETTE B. SPECTOR
Supervisor
Department of Playground and Recreation
Los Angeles, California

ALL THROUGH the ages the arts and crafts have been the method for expressing men's feelings and have really expressed the culture of the people. In our own early American arts we find there was always great interest in a wide range of crafts as expressed in Early American glass, in decorative metal work, in needle craft, pewter, hand block printing, wood and stone carving and many others. Today we note an amazing revival of interest in all these crafts. Why? Simply that people like to work with their hands—like to create something in their minds and then with their own hands turn it into a concrete reality.

The handicraft arts in the recreation department program are doing much to bring beauty into our daily lives. Self-expression and beauty—two extremely important factors in a recreation activity program—are basic in this program.

The handicraft arts in our recreation department program play a very important role in both children's and adults' classes. In our children's craft classes we seek to give ample opportunity for self-expression and to encourage creative efforts. An attempt is made to choose projects that are interesting, that are within the limits of various age abilities, and that yield useful and attractive articles. Every effort is made to acquaint the children with a variety of materials and to teach them the use of tools. Emphasis is placed not only on types of handicraft that are constructive, creative and recreational in nature, but also on crafts that have real educational and carry-over value. For reasons of economy we encourage the use of very inexpensive materials. Many desirable products are created by children from scrap materials, and we have found that children place greater value on simple projects which they make themselves. In our summer handicraft arts program we have emphasized products made of no cost materials — articles made of cones, pine needle basketry, tin can projects, shell novelties, woven cellophane belts, puppets, boxes made of cardboard, and other miscellaneous articles.

Handicraft for Adults

Interest in handicraft is developing with amazing rapidity among adults. We find this especially true in our fifty-four adult handicraft classes which total a weekly attendance of 2,000 intensely interested individuals. In order to conduct such a large adult handicraft program with a special instructor in charge of each class, it has been necessary to place these classes on a self-sustaining basis. We are able to do this by purchasing all craft materials at wholesale prices. These materials are stored in our central handicraft workshop for resale to patrons at a very small profit—just enough to enable us to pay the salary of the instructor. Each craft instructor is personally charged with materials secured, and receipts are issued to patrons purchasing supplies. Sales are carefully recorded in receipt stub books and returned with funds to the handicraft workshop each week. All moneys and receipts are then turned in to our central office for rechecking and careful auditing. In this way we are able to keep an accurate check on sales and profits and to know if this activity is really self-sustaining. Some classes yield sufficient profits to enable us to carry on adult classes in under-privileged districts where complete self-sustainment is not possible.

In our adult program, as well as in the chil-

(Continued on page 469)

Are you one of those who believe with Santayana that the value of art lies in making people happy? If you do, you will not miss this article!

Rural America's "March of Time"

Rural America has been quietly and unobtrusively conducting its own "March of Time" program—and on a nation-wide scale. From the Atlantic to the Pacific and from North Dakota to Texas there have been produced scores of pageants, some historical, some educational, some recreational, some a combination of history, recreation and education, but all of them red-letter events in the lives of the participants and spectators.

Out in California an ambitious pageant "The Spirit of California," in ten episodes and lasting all day, was put on under the Home Department of the Fresno County Farm Bureau. First came Balboa, then Indians, the Padres, the Spaniards and the Chinese who helped build the railroad. After these five episodes of song and dance and pantomime, explained in advance by one of the women, two hours were allowed for picnic lunches. Then the last five episodes were given. These included episodes concerning the covered wagon, days of '49, the "gay 90's" and power bringing fertility to the San Joaquin Valley. The last episode depicted Home Demonstration work coming to the counties. All the sixteen centers in the county were represented in the pageant, with 200 in the cast and over 700 spectators.

The history of another part of the country was told in pageant form by 4-H club boys and girls in Muskegon County, Michigan. The report of the County Agricultural Agent reveals that "the pageant started with chaos, which was quite adequately portrayed behind the scenes on the opening night. The narrative and scenes led up through the cave dwellers to the Indians and then to scenes portraying episodes in the early history of the territory and state."

The drama of Dr. Samuel A. Mudd, the physician who was convicted of conspiracy in the assassination of Abraham Lincoln, was produced at the Charles County Fair. The story is little known afield, but is one of the best known in Charles County, Maryland, where the doctor lived. The play was a part of the annual Tobacco Festival.

Courtesy Prairie Farmer

Folk dancers in costume play their part most effectively in many rural pageants

Down in Cheyenne County, Kansas, there was held a Golden Jubilee at Bird City lasting for three days. Leading farmers and business men cooperated, and had you gone to Bird City in advance you would have been startled by seeing roughly-bearded men, and women in old-fashioned sunbonnets and dresses—a publicity stunt for the Jubilee. A sod house was built and relics of "settler" days put on display inside. Each morning for three days a big parade was held with a

mile and a half of floats. There were Civil War cavalry, a Civil War General, Scouts, Spaniards, Cheyenne Indians, twelve wagons in a train, a prairie schooner, cowboys, floats for the wheat queen, belles of the '90's, Mothers' Circle and for a barroom of ancient vintage. A rodeo every afternoon, two historical pageants, dances and other entertainment filled the three days to the brim. The farmers played a large part in the celebration, building the sod hut, holding two places on the general committee, managing the big parades through the Farm Bureau Executive Board, and helping in many other important capacities.

The 4-H Club members of Baraga County, Michigan, under the leadership of the county agricultural agent, staged a pageant giving the history of Baraga County from the time of the Indians to the present and as a climax presenting a scene depicting 4-H Club work. The agent says, "The pageant brought the local leaders of the county into closer touch with one another than they had been at any time previously. . . . This in itself had a worthwhile effect on the county 4-H Club program."

A long leap will take us to Iowa where a Keokuk County rural group put on the outstanding event of the Achievement Day program — "The Story of Wheat," read by a local woman and illustrated by living posed pictures for which piano music provided a dreamy background. The first picture was a shock of wheat, the next, "The Sower," by Millet. Then quickly followed "Behind the Plow," by Kemp-Welch, "Maiden with a Hand Sickle," "Two Men with Cradles," "The Gleaners," by Millet, and many other paintings, old and new, of man and wheat. The last picture linked the story of wheat with the "bread lessons" in the nutrition project for 4-H girls and home project women, and showed a 4-H Club girl in uniform presenting a loaf of bread to a home project chairman.

"Johnny Appleseed and Paul Bunyan" was the title of a pageant put on under the united efforts of Monadnock Region Association and the Hillsborough County, New Hampshire, Agricultural Agent. It was a main event at the second annual Apple Blossom Festival held at Hilton.

Another Paul Bunyan step brings us to Texas to a pioneer program for which the first school teacher of the county told of old times and cowboys sang around a dim, flickering camp fire. County and district brands were drawn and it was explained how the brands were marked with legends and changed by cattle thieves. Next came a pioneer home scene and "after a full day of work many cowboys rode twenty miles to the old barn to make merry at a square dance," continued the reader, as the curtain was pulled to show four couples, dressed in the clothes of the '90's, starting the square dances and "the little brown jug." This program was sponsored by the Collinsworth County Home Demonstration Council.

Different from all others was the Sedgwick County pageant. The county health champions were the Prince and Princess of Health; the county music champion was the Princess of Music, and the high-scoring girl in the state music contest was her attendant. High-scoring individuals in health also attended the Prince and Princess of Health. The scene of the pageant was laid in the Kingdom of Happiness and involved a battle between the army of Poor Health and the army of Good Health. A procession with the Prince and Princess and a special entertainment by the Princess of Music, a grand march and folk games completed the program.

The "Heritage of the Flag," a pageant put on by the Napa County, California, Farm Home Department groups, was composed of a number of episodes, all rehearsed separately but fitting into the theme without any joint rehearsal. The first episode consisted of Early American Neighborly Chats by various local individuals, then followed a glimpse of "Tulip Land," a Swedish festival, a "Cotter's Saturday Night," an Italian street scene and a Danish folk dance. George and Martha Washington, seated at the side, reviewed the nations. The pageant was a part of a county-wide Hi Jinx Day, and in addition to the pageant games and folk dances, and picnic lunches were main events.

Calvert County, Maryland, put on a somewhat similar pageant "Around the World with Song and Dance." Eleven countries were presented and 224 children took part. This pageant was an outgrowth of the work given by Miss Ethel Bowers of the National Recreation Association, at the rec-

These excerpts have been taken from the 1935 annual reports of State and County Extension Agents and were compiled in a statement prepared by the Extension Studies and Training Section, Division of Cooperative Extension, United States Department of Agriculture. A number of the themes may be adapted for use in a variety of recreational situations and there are many ideas to be had from the plans presented here.

reation institute and to individual 4-H clubs, and was produced under the direction of the County Home Demonstration Agent assisted by teachers and leaders. Reverberations of the pageant were reported in an increased request for more dances, a school playlet, and club meetings on foreign relationships.

In New Hampshire, the Rural Recreation Specialist reports a series of pageants depicting America's Heritage in the Arts, given at the Arts and Crafts League Fair. Each day two counties joined to put on a pageant. The contribution of the Indian, Greek, Roumanian, Pole, English and early American were depicted in song, dance and pantomime.

Twenty-five short episodes in rapid sequence, made possible by the use of two stages used alternately, portrayed the activities of the Black Hawk County, Iowa, 4-H Clubs. A few of the episodes of the pageant included: A lesson on proper shoes, how to keep milk clean, a girls' rally day, public speaking and club management, and 4-H Club boys learning to judge stock and grain. A reader gave a short description of the activity while the boys and girls acted it out. As a finale the participants stood in the form of a 4-H leaf clover while a leader told of 4-H Club aims and ideals.

The first Clay County, Minnesota, 4-H Club pageant was based on the story of the progress of 4-H Club work, starting with the Putnam Act in 1909, which made such clubs possible, and coming down to present day activities. A fitting conclusion was a candle lighting ceremony in which the clubs were arranged as a wheel. The Spirit of Cooperation stood at the hub and gave a candle to the new county agent who passed it to other leaders in the hub, then to junior leaders and 4-H Club members. Over 400 took part in the ceremony.

"Forward Agriculture" was the sequel to "Which Way Agriculture," the 1934 pageant, and depicted the activities of rural Washington County, Ohio, during 1935. The pageant was written by the extension agents and was built about the farm, home and community which were represented on three floats. The floats which were drawn up before the grandstands provided a background for citizenship. A loud speaker enabled the audience to hear the voices of the readers. Over 600 club members marched in the parade and there were a number of other floats which constituted episodes in the pageant.

Every year a Forest Festival is held in Randolph County, West Virginia, as the climax of the year's work. The entire section of the state cooperates in its production as well as many private and public organizations including the State Department of Agriculture and National Forestry Department. There is a parade of two miles long, the crowning of a Princess, who, with her attendants, is selected from the whole state, woodchopping, angling and shooting contests, wild life exhibits and this year a horse show was added. There are tours through the National Forest and everything possible is done to make the event as gala an affair as possible.

The report of the Pennsylvania Rural Sociologist summarized the contribution of this form of drama not only in Pennsylvania but also in many of the other states and counties using it. He says: "Pageantry, ordinarily considered to be beyond the range of rural folk, has this past year been shown to be a useful and practical feature in the recreational program. Pageantry in 1935 reached eleven counties. The pageants were produced in the main by 4-H Club groups and rural organizations, affording the rural leader an opportunity to do something tangible, to do it on his own responsibility and with a freedom to develop his part as much as ability and creative talent allow. It also gives an opportunity for all the members of the organization in a county to join hands in one major demonstration representative of their work."

Preceding its annual conference held in August, 1936, the American Country Life Association sent a questionnaire to 1400 young people from fifteen to twenty-nine years of age to secure material to serve as a basis for the discussion of the topic "Knowing Community Needs for Program Planning." The replies received showed that village youth favored recreation more than farm or city young people, and girls listed it more frequently than boys. As to the content of the community program—each informant gave three needs—recreational listings were highest with twenty-seven per cent of the total. Other leisure time activities included handcraft, plays, reading and music, and came second. Educational affairs followed with a ratio of one in five in the listings. Farm people again seemed less interested than city or village youth in having recreational and educational activities on the local program, and boys were less interested than girls.

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Recreational Features of Parks

E. C. Worman of the National Recreation Association, who attended the annual convention of the American Institute of Park Executives which was held in Cincinnati, Ohio, September 21-23, has given us a few of his impressions of the meetings. Chief among these was the emphasis on the recreational side of park service which characterized all of the speeches.

CINCINNATI, because of its somewhat unusual recreational set up, was a fitting place for holding a convention, such as that of the American Institute of Park Executives. Three separate boards function under the city manager plan—the School Board, the Park Board and the Recreation Commission. Each has responsibility for certain phases of recreational activities and all work together in perfect harmony. The Recreation Commission leases about half of the school property for its own use when not used by the schools, and a number of the park facilities are administered by the Commission.

Among the leaders of the convention were Conrad L. Wirth, Assistant Director, National Park Service, W. A. Stinchcomb, Director, Cleveland Metropolitan Park District, H. D. Taylor of the National Forests and others, some of whom were related to the local park service.

Mr. Wirth stated that recreation was the principle of all park planning. He defined recreation as the use of leisure time and referred mainly to such activities as hiking, riding and picnicking. National parks, according to Mr. Wirth, are places of importance from the scenic, historical, geological or archaeological viewpoint, and the National Park Service was established to maintain parks for future as well as present uses. Referring to state parks he urged that such be set aside for scenic values and mass recreation. He urged municipal departments to increase appreciation of nature through the public schools, emphasizing that these park facilities were for the basic purpose of public recreation. The automobile and airplane have removed all restrictions of distance in connection with the appreciation of scenic beauty and made possible a great increase in family and small group recreation.

The responsibility of the National Park Service in its relation to other bodies called for joint planning and sound, long range planning. He cautioned against the danger of overdevelopment of park areas as well as underdevelopment. He said that some sort of permanent CCC was necessary. He described the provisions of an Act proposed to Congress to allow study of park facilities in states and to authorize joint state agreements.

Mr. Stinchcomb outlined the history of the Park District Law in Ohio, stating that it arose from the necessity of developing parks beyond municipal boundaries. The first county park law which was passed about 1915 was thrown out by the courts but shortly after the state Constitution was rewritten and a conservation clause included for conservation districts. The Park District Law is based on this conservation clause and allows districts to be established by the Probate Court which may be as large as the people desire even going beyond county boundaries. Such park districts are controlled by a commission appointed by the Probate Judge with three members on staggered three year terms with no compensation and subject to removal by the courts. Their powers do not include large bond issues but do include a special tax levy, and they have the power to acquire land and the right of eminent domain and can contract with local park groups.

The speaker referred to some of the features of the Cleveland Metropolitan Park and especially recited its cooperation with the Nature History Museums in the joint employment of a naturalist and the conduct of two field museums and five nature trails with lectures at council rings in the park and before groups during the winter. He emphasized the statement that the conservation of natural resources includes the preservation and use of all in nature that makes for social and cultural benefit.

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WORLD AT PLAY

Winter Sports in New England

SNOW trains operated by the four New England railroads from January 1 to March 1, 1936, carried 36,472 passengers to the New England winter sports area. In quoting these figures, William A. Barron, Chairman of the New England Councils recreation committee, said: "When the Council launched its campaign against overemphasis on spectator snow sports such as professional ski jumping 10 years ago and urged participants' sports, skiing, snowshoeing, tobogganing, etc., there were few communities prepared to handle any real volume of winter sports participants. Through the years the movement has won its way. Ski-tows have been constructed, hotels and inns have seen the wisdom of remaining open, and facilities have been developed until today New England has a recreational asset in its snow-time months worth many millions of dollars to these six states."

Recreation in Hawaii

HILO, Hawaii, is building a $30,000 community recreation building. A $20,000 center is being constructed in Kaunakakai, Molokai, while on Oahu the plantations are erecting two buildings at a cost of $62,000.

Burdick Park in Baltimore

BALTIMORE, Maryland, is to have a park dedicated to the memory of the late William Burdick and in his honor to be known as Burdick Park. The City Council, in taking action which made this possible, passed a resolution in recognition of Dr. Burdick's services to the people of Baltimore. The resolution stated that Dr. Burdick as the director of the Public Athletic League and later the Playground Athletic League from 1911 until his death in 1935, "recognized the value and desirability of public parks and playgrounds for men and women of all ages for athletic and recreational activities, and to this end devoted the greater part of his life in emphasizing the importance of a play program under trained leadership." The resolution further took cognizance of Dr. Burdick's contribution to the field of physical education.

"In the death of Dr. William Burdick," states the resolution, "the city of Baltimore has lost one of its most progressive and kindly citizens whose memory will live always in the people of Baltimore City and the parks and playgrounds of the city which he fostered and promoted with untiring zeal. As a fitting tribute to him, the park property situated on Glenmore Avenue between the Harford and Belair Roads and formerly called Glenmore Park shall hereafter be known as Burdick Park."

On Tour for Recreation

A group of thirty-five young leaders from Victoria, Vancouver and Kamloops Recreational Centers went "on tour" for six days last summer as a part of the endeavor of the Department of Education, British Columbia, Canada, to arouse interest in recreation and physical education. They journeyed in a chartered bus, taking their own camp, cooking and athletic equipment with them. At each of the six towns visited one or more programs were presented, sometimes in open fields, sometimes in the Community Hall or on school grounds. The program consisted of exercises, tumbling, acrobatics, parallel bar work, fencing, rhythmic dancing, pyramids, high vaulting, "golden statues," and a few comic skits. Some 6,000 spectators attended the programs, a large number considering the size of the towns which were visited. The Department of Recreational and Physical Education conducts Provincial Recreation Centers for young adults and is endeavoring under Ian Eisenhardt, Provincial Director, to have the various cities and towns establish supervised playgrounds for children. Three cities did so last summer.

"Streamlined" Shakespeare

AT the Great Lakes Exposition one of the attractions of the midway was the replica of the old Globe Theater of London where Shakes-

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peare's plays were presented. Each day in the Cleveland theater six Shakespearean plays were presented, their playing time averaging forty-four minutes. Thomas W. Stevens, well known pageant director, and B. Iden Payne, director of the Shakespeare Memorial Theater at Stratford-on-Avon, were responsible for the abridged editions of the plays which were used. Many people flocked to the performances.

The Pacific Crest Trail—Along the Gargantuan backbone of the West—the Cascades, Sierra Nevada and Desert Mountains—a continuous trail 2,300 miles long extending from the Canadian border to Mexico and running just below the crest of the ranges has just been completed through the hooking up of regional trails. It would take a sturdy traveler, knapsack on back, some eight months to traverse this Pacific Crest Trail, and he would not be able to accomplish this feat in one year, for so high is the trail in some spots that it is passable for only a short time each year. The hiker need not fear that the "westward tide" will eventually take away this trail, for all but 175 miles of it lies within the borders of twenty national forests and five national parks, and some of the small remaining total is in state parks. This gigantic hook-up of local trails is due to the efforts of Clinton C. Clark of Pasadena who aroused interest, formed an association and with the aid of the government completed the trail. And in so doing this wilderness enthusiast accomplished the aims of his organization: "To maintain and defend for the benefit and enjoyment of nature lovers the Pacific Crest Trail system as a primitive wilderness pathway in an environment of solitude, free from the sights and sounds of a merchanically disturbed nature." For the benefit of the hiker he has prepared a detailed booklet for the entire trail, giving location of shelters, places where food may be obtained and pointing out places of interest along the way. The Boy Scouts already use the trail for advanced camping and the Y.M.C.A. has explored the trail from Mexico to Tahoe and will continue along it this summer with relay teams, studying flora and fauna enroute.

Child Gardeners Receive Awards—Happy indeed were the youthful gardeners of New York City to whom prizes and medals were awarded in September by Mrs. James Roosevelt, mother of the President. The gardens are maintained under the auspices of the New York Plant and Flower Guild of which Mrs. Roosevelt is president, and during the summer more than 1,000 children of seventeen nationalities cultivated 5′ by 10′ plots, producing quantities of both flowers and vegetables. Prizes were awarded for the best notebook on gardens and the best poem, while medals were given for the prize gardens. Three mothers who for twenty years have been assisting in the garden program received gold medals.

Amateur Sports in St. Paul—In St. Paul, Minnesota, amateur sports have reached such a high point in organization that an independent team in any branch of athletics is a rarity, and teams in all sports are now so numerous that practically any individual may find a team on which to play. The general plan followed, according to Gerald M. Flathman, Director of Municipal Athletics, has been to have representatives of the various teams or leagues concerned elect a board of directors composed of well known people who are interested in the program and who are not affiliated with any competing group. This board aids in laying down rules and regulations and formulating policies, and acts as a grievance committee. The Playground Department has sought the cooperation of all other agencies operating athletics with the result that these groups are affiliated with municipal leagues and for the most part are operating under municipal rules and regulations.

Education and Recreation in Denmark—During the week of the Third International Conference on Social work in London, England, July 12th to 18th, 1936, Oluf J. Skjerbaek, Chief State Inspector of Child Welfare in Copenhagen, presented a paper on Education and Recreation in Denmark. There was discussion of summer excursions of city school children to the country; school camps; the decline of traditional forms of recreation, such as harvest festivals; colony gardens—small lots of land rented in the city, where city workers may, in their spare time, recapture some of the rural delights of their early lives. There was also consideration of roaming over the country either afoot or on a bicycle.—From *Public Welfare News*, August 1936.

In Pontiac—The Kiwanis Club of Pontiac, Michigan, has given the city two wading pools. The Club has also adopted a five year program

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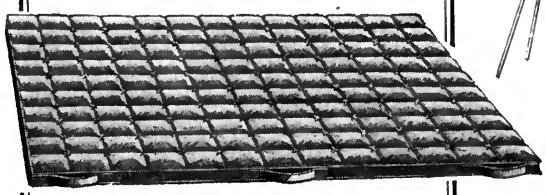

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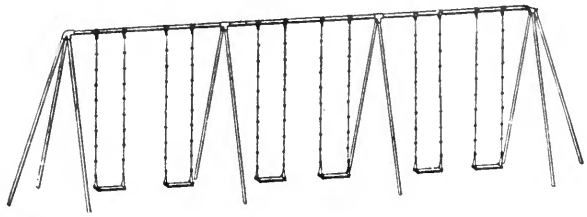

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involving contributions of $500 a year for the development of the city's playgrounds.

A Large Recreation Center for Los Angeles—As the final step in the transfer of a thirty acre playground site to the city from the Anita M. Baldwin Estate, a deed to the property has been turned over to the Los Angeles, California, Playground and Recreation Department. It will be the city's largest recreation center and will provide a sports field for the new city high school which, according to present plans, will adjoin it on the east. Plans for the complete development of the area as funds become available call for a football field, a municipal baseball park, a battery of tennis courts, a swimming pool, a community club house and gymnasium, game courts of many kinds, an archery range, and small children's play areas.

Romance of Recreation—The seventh annual playground pageant presented by the playgrounds of Lansing, Michigan, traced the history of Michigan's activities in recreation, especially those of Lansing, from the time of the Indians down to the present. The pageant provided one of the most colorful spectacles ever witnessed in Lansing. There were 750 people in the cast including children from all of the city playgrounds and members of civic and social organizations.

The "Dream Parade"—The 1936 playground pageant presented by the Park Department of Minneapolis, Minnesota, was the "Dream Parade" in which 1,500 children and adults took part. Twenty thousand people saw this unusually beautiful spectacle which was directed by Mrs. Alice Dietz of the Park Board staff.

Drama in Berkeley—The Berkeley, California, Community Players, sponsored by the Recreation Department, during 1935 and 1936 have been continuously active in presenting plays to the public. The following plays were given during the season: "The Marriage of Figaro" (five productions); "The Princess Who Was

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Queer" (four performances); "The Contrast," an early American comedy of manners (four productions); "The Magic Forest" (three performances), and Shakespeare's "Winter's Tale" (five performances). In addition, the Players had an important part in the presentation of "The Feast of Yuletide," a Christmas pageant which last year was given by a cast of over 850 children and adults, under the direction of F. T. Kebely, director of the Community Players. Six thousand people saw the performance in the men's gymnasium at the University of California. Mr. Kebely also directed a mammoth pageant, "Berkeley's Answer," which depicted the work of the various social agencies. In addition to directing the pageant given in connection with the Community Chest drive, Mr. Kebely and his assistants prepared several one-act plays demonstrating Community Chest work which were presented before luncheon clubs and other community groups. Another activity of the Players was the fourth annual drama tournament in which fourteen groups competed for the Lester Hink drama cup. The prize-winning play, "Torches," produced by the Littlest Theater, was sent to San Francisco where it won first place in the North California drama tournament.

A Novel Event in Akron—What is believed to be the first bicycle hill climb to be held was staged on September 12th in Akron, Ohio, on the city owned Sport Hill, site of the soap box derby sponsored last summer by the Recreation Commission and a local newspaper. Over 200 boys and girls, divided into age classification, participated in this hill climbing event.

Ann Arbor's Water Carnival — In August, Ann Arbor, Michigan, held a water carnival, the second major program undertaken during the summer, the first being a pageant which attracted a crowd of 4,000 people. Old-fashioned bathing costumes and the latest in swimming suits made their appearance at the carnival, and among the novelties of the program were a human seal, and a dragon and sea serpent devised by the children.

Activities in Monroe, Louisiana—Last summer Monroe, Louisiana, conducted eight playgrounds. A popular feature of the program was softball which was played by all of the midget, junior and senior boys. Through the courtesy of the Commissioner of Finance and Utilities street cars and buses were made available for transporting the softball teams from one playground to another.

Watertown's Mother Goose Festival—Seven thousand people attended the Mother Goose festival, held in the City Park of Watertown, New York, in which 240 boys and girls in costume took part. The theme of the festival was taken from the book "Mother Goose May Day," by Wills and Turner. A Mother Goose story book 16 feet high was erected in the center of the stage, on the right of which was a huge shoe for the old woman who lived in a shoe. On the left was a throne for the king and queen. The entire stage was encircled by six May poles with brilliant colored streamers.

Safety Activities in Detroit—

"Stop, Look and Listen, before you cross the street.
Use your eyes; use your ears, *Then* use your feet."

This was the rhyme chanted by Detroit's playground children last summer as a part of the safety program conducted by the Recreation Department. Each day, through rhymes, songs, posters, playlets and other devices, Mrs. James N. Downey, member of the Michigan State Safety Commission, interested thousands of children in keeping safe and happy.

A Favorable Referendum in Decatur — A referendum election in Decatur, Illinois, was carried favorably by a vote of 11,000 to 4,000. This means that in the future a budget of $22,000 from two-thirds of a mill levy will be available in that city for the recreation program.

A Fortieth Annual Convention—For the first time in the history of the New York State Congress of Parents and Teachers, seven regional meetings were held throughout the state in place of one meeting for the entire state. The meetings were held on October 5th and 6th in New York City, Kingston, Glens Falls, Syracuse, Niagara Falls, Elmira and Utica. The central theme for all meetings was "The Child and His Community," and Point Nine of the Children's Charter was the text used.

At the regional meeting in New York City an afternoon session was given over to a symposium on the specific community influences that touch the child. These included movies, radio, playgrounds, youth organizations, library, church and music. At the end of the first day came the Congress dinner attended by teachers and parents,

Can an Advisory Board Help?

THE FOLLOWING significant developments have occurred in the work of the Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio, as a result of the work of the Mayor's Advisory Board on Playgrounds and Recreation which has been in existence for more than a year:

1. The Commissioner of Recreation under the preceding administration was replaced by the temporary appointment of a more experienced man. The Board is aiming at an examination for the position of Commissioner open to non-residents.

2. The Board took an active part in placing all playground positions within a classified service. As a result, approximately 85% of the 1936 playground staff were protected by Civil Service.

3. Upon the Board's recommendation, a woman was appointed as Assistant Commissioner to organize and direct recreation for women and girls.

4. Fifteen new playground areas were improved and opened this summer.

5. The Board appeared at budget hearings, as a result of which a 50% increase was granted by the City Council for operating the Division of Recreation during 1936.

6. At the recommendation of the Board, the maintenance of all playgrounds under the control of the Department of Parks and Public Property will henceforth be maintained by the Division of Recreation. The Board is recommending that the maintenance of all recreation areas be handled by the Division of Recreation.

These improvements, as well as additional recommendations still to be submitted by the Board, were based upon the study of public recreation by the Cleveland Foundation.

Another interesting development in connection with the study and the publicity growing out of its publication has been the appointment, by ordinance, of a special recreation committee of the City Council.

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many large groups of teacher associations being present. The second day of the Congress opened with round table discussions in parliamentary procedure, budgeting, publicity and program making. Emphasis was laid on the opportunities offered parent-teacher associations to cooperate with community agencies in juvenile protection.

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Developments in Bloomfield, New Jersey—The Bloomfield, New Jersey, symphony orchestra fostered by the Recreation Commission has 110 members; its chorus, 100. The budget has shown a steady growth from $10,500 in 1929 to $17,000 this year, plus an additional appropriation from the city of $750 and $200 from the High School Athletic Association. It is hoped that next year the budget will be $20,000.

Regarding Tennis Courts—The United States Lawn Tennis Association has issued the reports of the Standard Court for Tournament Play Committee, which contain information on surfacing and other technical matters which will be of interest to recreation workers. Edward B. Moss, executive secretary of the association, at 120 Broadway, New York City, writes that a few copies of the reports are available at 50 cents a copy.

More Playgrounds Needed—According to the Monthly Bulletin of the Pennsylvania Department of Internal Affairs, which issues the bulletin in cooperation with the Pennsylvania Association of Planning Commissioners, more than 7,000 citi-

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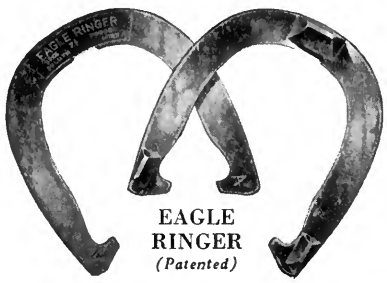

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zens in Lancaster have signed petitions requesting municipal authorities to purchase sites for playgrounds in various sections of the city. The petitions all urge the need for quick action to secure the property before it is built upon. A recent WPA survey reveals a scarcity of vacant lots suitable for playgrounds in most sections of the city.

Developments in Duluth, Minnesota — The tax rate in Duluth, Minnesota, has increased 2½ mills for 1937 and the assessed valuation of personal property has dropped a million and a half. In the city's budget increased allocations have been given to the police, fire, health, library, park and public works programs.

When Winter Dons Her Mantle White

(Continued from page 434)

their proper maintenance and supervision. When they have been laid out in the most suitable locations, according to snow conditions, terrain, exposure and accessibility, adequate publicity should be given them for maximum public use and enjoyment.

Walter Prichard Eaton pointed out in the *New York Herald Tribune* of December 18, 1932, that "for a thoroughgoing development of winter sport interest in northeastern America, we need ski trails of varying difficulties, and we need them in public parks or reservations so they can be properly maintained and made easily accessible from all our cities." Skiers themselves are beginning to realize that winter recreational use of private land in the East is limited and uncertain, that they need the provision, regulation, maintenance and supervision of winter sports facilities by cooperating public agencies.

With proper planning of winter sports development, to prevent its undesirable intrusion within areas of natural beauty and wild life refuges where preservation is of paramount importance, we can provide plenty of opportunities for outdoor winter recreation. The increasing demand for winter sports facilities offers us the the opportunity to provide for the year-round recreational use of public parks in northern climates.

Why Not Puppets in the Home?

(Continued from page 437)

in an outpouring of new plays for puppets, especially plays with fresh themes and reflecting varied points of view!

To start a puppet "company" as a family hobby or a recreational or artistic activity, it is necessary only for some member of the group to have the interest and initiative to start the ball rolling. Isn't this an opportunity for the recreation department to stimulate a worthwhile family recreational activity which can be carried on within the home? It is a well-known fact that "puppetmania" is catching, and interest in them should prove most irresistible in the informal atmosphere of the home. The little creatures of wood and cloth make good friends for a family, and they are provocative of more fun and laughter than can well be imagined until their acquaintance is made at first hand.

Where Music Flourishes

(Continued from page 438)

dictaphone; music was loaned to four different groups; newspaper clippings made; community singing accompanied at Lions' Club and led at

Exchange Club; eleven appointments were accepted by the organizer.

The outstanding new development during the past year was the Civic Opera. The combination which has been effected of the symphony orchestra, the choral groups and the soloists, has meant much to the musical life of the city. Outstanding productions of "Il Trovatore" and "Rigoletto" were given, and during the coming year "Pagliacci" and "Cavalleria Rusticana" will be presented.

One unique feature of the program is the musicians' hospitality dinner organized ten years ago. It is now a Fine Arts event held in cooperation with the Institute of Arts and Community Players. Its purpose is to welcome into the city all new leaders in the arts.

Additional Activities Urged

In spite of the unusual range of activities offered through the association and the breadth of the program, the association is constantly enlarging its scope. Additional activities recommended for the ensuing year include the following:

1. The development of the Welsh Eistedfod idea
2. Reorganization of the harmonica development
3. More summer musical activities
4. Development of some musical recreation for the Police Department, such as vocal quartets, valuable in radio safety programs
5. Masonic Male Chorus
6. Bands in all the industries
7. Junior Chamber of Commerce Male Chorus
8. Mixed choruses in the department stores
9. Greater musical stimulus among the foreign-born groups, culminating in a cosmopolitan "sing"
10. More family groups enjoying music together
11. More home music by various groups
12. More "barber shop" quartets
13. Service club quartets
14. Ukulele clubs throughout the city
15. Assistance in the organization of a Flint band director's club
16. Band conclave at Atwood Stadium
17. Sunday afternoon concert series (constructive appreciation)
18. Saginaw Valley Festival — choirs, bands, orchestras
19. Music groups at Berston and Haskell Field Houses
20. Constructive Radio Series.

A Foundation Believes in Play

THE W. K. KELLOGG FOUNDATION with headquarters in Battle Creek, Michigan, is devoted to furthering the health, happiness and well-being of children. During the past summer the Foundation recognized in three significant ways the importance of recreation in its home town. First of all, it began the work of installing swimming pools in the two junior high schools, assuming the cost of operation and maintenance. This is being done with the understanding that the pools will be operated evenings and during the summer in conjunction with the city recreation program.

As a second contribution the Foundation has purchased a two acre piece of property in a section of the city which a survey has shown to be the seat of most of the juvenile delinquency. The Exchange Club of Battle Creek has agreed to clear the property as a playground, and the Civic Recreation Association, the organization conducting the public city-wide recreation program in Battle Creek, will furnish the leadership.

As an additional gift to the city's recreation program, the Foundation has turned over to the Civic Recreation Association for use much of the time the fine recreation building which it erected some years ago and which contains a gymnasium, swimming pool, a large assembly room and smaller club rooms. The pool will be used by the high school during the day. The building will be the headquarters of the Scout activities area and the office of the Recreation Association will be moved there. The Foundation will assume the entire cost of maintenance of the building, the name of which has been changed from the Boys Club to the W. K. Kellogg Youth Building.

With these additional facilities, the splendid recreation program which has been developed during the past decade under the leadership of Arch Flannery will be able to meet the steadily increasing demands.

A Community Christmas

(Continued from page 441)

When December 24 came we still had a large supply of items on hand. Many were taken to near-by localities for distribution through their social workers. The remaining funds and gifts were turned over to the Salvation Army to store and to be used as a nucleus for the next year.

When school closed for the Christmas holidays and the work of the central committee was finish-

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ed, there was a unanimous feeling of happiness for having had a share in spreading Christmas cheer and for a community service that had been well done.

The Richmond Traveling Players

(Continued from page 442)

This was followed again by a season of one act plays, several of which were modernized revivals of pieces seen in the old Orpheum days, while others were original plays written for certain members of the group. One of the latter numbers met with such popular approval that it was given from one end of the city to the other and kept in the repertoire for one year. Even today requests frequently come in for another presentation of this little sketch. Among these plays was a tabloid version of Schiller's *Mary Stuart,* the "Grand Guignol" success, *Rosalie,* together with *Modesty,* the *Green Coat,* the *Boor,* and the *Marriage Proposal,* the latter four having held the boards at the Comedie Francaise at the turn of the century.

The 1933 season also saw the installation of Mr. Clay Hopper as permanent stage manager to the company. The former policy had been to have a new manager for every production. The result was a marked improvement in the quality of all following performances.

Nineteen thirty-four saw a production of Ryann's *For the Soul of Rafael,* the tragedy of early California made so famous in the films by Clara Kimbal Young. This was followed by a revival at the Legion of Honor Palace Theater of Victor Hugo's romantic drama *Ruy Blas,* with Miss Virginia Thompson as Marrienne de Neuberg, the role made famous by the late Sarah Bernhardt. A chorus was now added under the direction of Mrs. Marie V. Foster, supervisor of music for the Recreation Commission, together with a ballet group directed by Miss Lydia Patzelt.

Arrangements were then made for a production of Ibsen's *Peer Gynt,* using all resources at the disposal of the group. The performance was originally intended to be held in the Sigmund Stern Grove, the beautiful outdoor amphitheater of the Recreation Commission, so the script was arranged accordingly. However, the cold weather set in unexpectedly early, so the play was given as a benefit performance at the San Francisco State College.

The performance was an unusual success and showed clearly the possibilities in adapting such plays to the needs of community or educational groups. There was a cast of sixteen principals, a chorus of thirty, a ballet of twelve and extras numbering twenty, to say nothing of the various assistants employed backstage. A far cry, this, from the struggling little group of four which managed to keep the Players in existence during the season of 1932. With the introduction of the Grieg incidental music, typical songs and Norwegian folk dances in the wedding scene, a very colorful production resulted. A striking feature was the unique set of masks used in the famous Troll King scene. These were all designed and executed in the studio of the Drama Department. Mr. Hopper's beautiful lighting effects, especially in the finale, evoked much comment.

Encouraged by the favor with which *Peer Gynt* was received, the Players next return to the Legion of Honor Theater with a revival of one of Victorein Sardou's greatest melodramas made famous by Sarah Bernhardt. A full new set of scenery and a skillfully executed wardrobe set off the efforts of the Players to the best advantage possible.

At the present time plans are under way for a production of *Faust* designed on a scale similar to that of *Peer Gynt.*

William D. Champlin

THE DEATH of William D. Champlin on November 1, 1936 removes one of the playground pioneers best known throughout the country. Mr. Champlin had been present at nearly all of the Recreation Congresses held since 1907. Many recreation executives had visited him in Philadelphia and had seen what he had accomplished in the laying out of playgrounds and in the planning of recreation buildings. Through all the years he had been persistent in persuading the citizens of Philadelphia as to the importance of the playground and recreation movement.

When the Playgrounds Association of Philadelphia was formed in 1908 William D. Champlin became executive secretary. Many remember the group of Philadelphia citizens appointed by the Mayor of Philadelphia in 1909 to travel from city to city to study what was being done in the playground movement. Among the leaders in Philadelphia at that time were Otto T. Mallery, Sophia Ross, William A. Stecher, Judge Staake.

After a thorough investigation of the playground work in other cities a Department of Recreation was established in Philadelphia in 1911 and William D. Champlin was named as the executive. In January, 1934 William D. Champlin retired on a city pension, but his interest in the recreation movement, local and national, did not cease. It had always been his chief concern.

Increasing America's Recreation Facilities

(Continued from page 450)

amateur organization of seven leagues in three states with about 1000 players, all under twenty-one years of age.

Butte, Montana, owns beautifully timbered mountain area of nine square miles, which is twenty-five minutes from the center of the city. It was developed into an excellent recreation park in a WPA project.

"Big Ed" Walsh, former star pitcher for the Chicago White Sox, conducts a baseball school in Connecticut under WPA auspices. In four months of this year he talked to 71,823 boys on baseball and sportsmanship, emphasizing the temptations and hazards of laziness, smoking, card playing and other bad habits. "I take great pride

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The American Girl, November 1936
- Outdoors in November, by Mary E. Pascoe
- You Can Bind Books, by June Peters

The Record, (Girls' Friendly Society), December 1936
- For Your Outdoor Christmas, by M. Estelle Burrill
- Let's Make This a Singing Christmas
- Lanterns for Christmas Carollers, by Lois K. Hartzell

Parents' Magazine, December 1936
- Family Celebrations, by Leslie H. Allen
- Toys for the Young Child, by Elizabeth B. Hurlock, Ph.D.

Parks and Recreation, November 1936
- Park Consolidation in Chicago, by George T. Donoghue
- Year Shows Great Advance in National and State Parks
- A Picnic Grove in Maine, by Everett Spencer Henderson
- Flint Outdoor Theaters, by J. D. McCallum
- A Year with the Recreation Division—Chicago Park District
- Fall Hiking in the Palisades Interstate Park

The American City, November 1936
- City Playground Project Also Provides Flood Control
- Civilizing Hallowe'en
- An Iowa City Constructs a Rustic Stone Picnic Shelter House
- The New Memorial Building in Hibbing
- Lagoon Theater in Burnham Park, Chicago

Landscape Architecture, October 1936
- America's Tropical Frontier, Everglades National Park, by Ernest F. Coe

Scholastic Coach, November 1936
- Pupil Interest in Physical Education Activities, by C. O. Jackson and W. O. Alstrom

Parents' Magazine, November 1936
- How to Choose Toys and Play Equipment, by Beatrice Gelber
- Books for Boys and Girls, by Alice Dalgliesh
- Family Fun, by Elizabeth King

The Camping Magazine, October 1936
- Group Work in Camping, by Louis H. Blumenthal
- Does Camping Educate for Leisure? by Matt Werner

The National Parent-Teacher Magazine, November 1936
- Books to Grow On, by Lena Backsdale

Education, October 1936
- A Co-operative Plan for Handicrafts in the United States, by Raymond E. Pippin
- Creative Art in Chicago Schools, by Elizabeth Wells Robertson

The Camping Magazine, November 1936
- Organized Camps in State Parks, by Julian Harris Salomon
- Behavior Changes Resulting from a Camping Experience, by Walter L. Stone
- The Story's the Thing—Some Tricks for the Story Teller, by Bernard S. Mason
- The Group Work Process in Camping, by Louis H. Blumenthal

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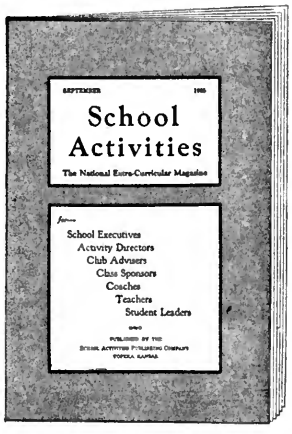

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PAMPHLETS

Annual Report of the Parks and Recreation Commissioners of Worcester, Mass., 1935

Good References on Physical Education and Recreation for Exceptional Children
Bibliography No. 11, Office of Education, Washington, D. C.

Good References on Elementary Education: Extracurricular Activities
Bibliography No. 42, Office of Education, Washington, D.C.

The Annual Report of the Bureau, Department of Public Welfare, Philadelphia, Pa., 1935

Annual Report of the American Municipal League, 1935-1936

Caribbean National Forest
Forest Service, U. S. Department of Agriculture, Washington, D. C.

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in my work," says Big Ed, "for I believe my tours of the state, stressing the necessity of good sportsmanship, bringing sportsmanship into the other activities in which the boys engage, is a part of a very definite move to uplift today's youth."

Robert Tyre Jones, Jr., better known as "Bobby," who for some years was the golf champion of the world, declared the golf course construction and improvement program of WPA to be a remarkable something which he said he had never hoped to see in the United States. "Every person," said Mr. Jones, "ought at least to have the chance to play golf. With all these new courses built and with all our new facilities, we are getting somewhere near that goal."

It has been conservatively estimated that somewhere in the neighborhood of 10,000,000 persons per month are actively participating in forms of recreation made possible by the WPA. This estimate, made from reports compiled from actual attendance records kept in many places and available to state directors of WPA, indicates strongly that the figure will be greatly increased with the completion of pending projects.

A Christmas Miracle

(Continued from page 453)

well also to include some unfamiliar carols for their own sakes and because they gave reason for rehearsals in the centers. After all, it was to introduce good singing into the centers themselves that the whole affair was planned. And even though the groups in some centers were small, the benign influence of this singing must have been felt by many other children who heard it, as well as by those in the groups.

After each group had learned the carols and the chorale, the city was divided into two districts with respect to the thirty-two centers, and a joint rehearsal of each district's groups was held. The only other bit of extraordinary travel that had to be arranged for the children was when they all gathered early on the evening of the festival, and all together had the only full rehearsal. The festival took place in the large beautiful auditorium of the University instead of at the Art Museum because the greatly reduced budget of the latter could not allow for the expense of extra guards and of renting chairs, but it did still have the standing of a fine civic affair.

It is perhaps too easy to write praisefully of the quality of the singing to be convincing. But anyone who knows how remarkably lovely the singing of children from nine to fourteen years of age can be, before their voices are changed by adolescence, must know that given such songs and such an occasion, the contrast between the festival singing and that commonly heard in the centers was indeed a miracle. But the best was yet to come!

The Aftermath

With very few exceptions the leaders wanted to go on with the groups, and the latter wanted also to go on. So after the Christmas vacation the groups, besides singing some folk songs and in some instances acting them out, started learning enough of the music of the opera, *Hansel and Gretel*, to come together again in the spring for another fine festive time. While the whole large chorus of groups sang all the music except the dialogue which in the opera is, of course, also sung, the latter was acted out fully, and with costumes and stage settings, by a selected cast of recreation center young people. But still more important, so far as the original purpose was concerned in each of several centers there was, before or after the big city performance, a neighborhood one employing only the center's own children.

There have been other festive times since then, but less and less emphasis has been put on having a big city affair, and more and more on simply making the most of each center's own resources and opportunities for musical expression and enjoyment. Ideally, the leaders would have continued to meet periodically in a sort of permanent seminar to share ideas and to study, discuss and demonstrate musical and other materials and plans for further enrichment of the center's activities. But even a miracle may be not quite perfect.

Surely the spirit of the little Child, which is in all of us, with its prizing of all that's really joyous and most lovable, brought blessing and was pleased. And that spirit, which is also the play spirit at its freest and best, can be with us at any time in the year. How badly we fail when it is not with our children!

Handicraft Arts in the Public Recreation Program

(Continued from page 454)

dren's classes, it is the immediate aim to give opportunity for self-expresion and recreation, and to encourage individuals to become interested in crafts that are creative, useful and in good taste. These crafts include handmade things for the many needs of the home, which are once again very much the mode.

For ages women have employed their leisure in "stitchery," and today there is in it a fascination never lost. Women in our craft classes are weaving, crocheting, knitting, quilting, making hooked

(Continued on page 470)

Good Plays at Reduced Royalty

SECURING GOOD PLAYS at reduced royalty, one of the serious problems before recreation drama groups, gives promise of being solved if the plan worked out by the National Recreation Association in cooperation with two play publishers is eagerly supported this year.

The Association, on an experimental basis, has entered into a wholesale arrangement with the publishers permitting bona fide recreation groups to produce the list of plays chosen by the Association this year at greatly reduced royalties.

The three plays chosen, regular royalty and reduced royalty and publishers follow:

EXPRESSING WILLIE by Rachel Crothers. 6 m. 5 w. 2 ints. Willie Smith, a successful toothpaste manufacturer, is an inarticulate young man who yearns for expression. He invites a week-end party, including Frances Sylvester, a fashionable divorcee, to his home in the hope that his guests will help him conquer his inhibitions. In the end, Minnie Whitcomb, a former sweetheart, brings about the desired result and Willie's personality comes to the surface. Recommended for recreation groups and community players. Price, 75 cents.

Published by the Walter H. Baker Company. Regular royalty $25. Reduced royalty through NRA plan, $10.

MARY THE THIRD by Rachel Crothers. 5 m. 5 w. 2 ints. Mary's grandmother and mother have each married entirely for love. Mary is a modern young woman who decides to determine her marriage by considerations of economics and eugenics, but her new ideas yield to a romantic love and she finds herself following the other Marys. An amusing study of the changing viewpoints of successive generations toward marriage. An excellent vehicle for community and club groups. Price, 75 cents.

Published by the Walter H. Baker Company. Regular royalty $25. Reduced royalty through NRA plan, $10.

POLLY OF THE CIRCUS by Margaret Mayo. 8 m. 6 w. 2 children and extras. Simple interior and exterior sets. This fine play in its original run played more than three years and became a landmark in the theatre. Polly, a delightful circus rider, is injured in a fall and taken to the home of a bachelor minister. Polly falls in love with him but when she hears that the good church folk object she runs away. The minister, on learning the truth, resigns his pulpit and follows her. An ideal community theater play. Price, 75 cents.

Published by Longmans, Green and Company. Regular royalty $25. Reduced royalty through NRA plan, $5.

Plays must be produced before September 1,

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1937. Orders should be sent directly to the publishers.

It is hoped that the success of the plan this year will make possible larger lists and further reduced royalties in future years.

Handicraft Arts in the Public Recreation Program

(Continued from page 469)

rugs and enjoying it all immensely! There is a revival of interest in handmade pewter and copper metals, much after the manner of the early goldsmiths, and these metal crafts are very popular in our classes, as is pottery, which has given unlimited possibilities for self-expression through molding, shaping and creating lovely objects. There is also intense interest in bookbinding, tooled leather crafts, reed work, raffia work, pine needle basketry, wood carving, batik, block printing, staining of glass, decorating plaster casts, soap carving, photo tinting, decorating gourds, crepe paper decorations and party favors, wood fibre flowers, china painting, and fabric painting.

All these art crafts are popular in our classes; each has its own delight. For each member of the class there is the fascination of achieving, of going from one minor triumph to another, learning something all the time, expressing self in the *making of things.*

The peak of genuine satisfaction is reached when these craft projects are proudly displayed at our annual handicraft arts and hobby exhibition. Last year the entire upper floor of our large swimming stadium was used for the thirty booths exhibiting all the crafts previously mentioned, as well as model boats, model aircrafts, handmade table games, stamp exhibit, nature study, home play, homemade Badminton equipment and camp crafts. We and our 12,000 visitors were especially delighted with the children's exhibit which showed fine creative ability.

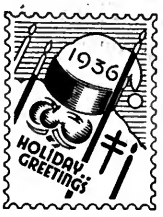
Through our program we know that what a great many people crave is the pleasure of creating something themselves. The individual's possibilities are revealed to himself and lead on to exploration of greater possibilities. Even a little acquaintance with an art or craft opens new worlds, makes life richer, and puts new meaning in a thousand things. It gives a renewed appreciation of the part that imagination, creating, *making things,* play in happier living. We all, I am sure, agree with Santayana that "the value of art lies in making people happy." The handicraft arts make people happier and open up new avenues of self-expression — self-expression in imperishable forms and in values that are worth cherishing. Great opportunities for creative ingenuity, genuine satisfaction and lasting enjoyment for many people lie in the handicraft program.

Buy Christmas Seals!

By your purchase of Christmas seals you will be helping to rid civilization of one of its most dreaded enemies.

Isn't this well worth doing?

FIGHT TUBERCULOSIS



Buy and Use CHRISTMAS SEALS

Recreational Features of Parks

(Continued from page 458)

Mr. Taylor gave an interesting talk on the National Forests illustrated with beautiful colored photographic slides. He emphasized the fact that recreation was a by-product in the forest service, the importance of which was being increasingly forced on them. He divided recreation into active and passive. Passive he defined as the contemplation of natural beauty while the active included camping, picnicking, winter sports, fishing, bathing, hiking and horseback riding. He stressed the need of planning the location of camps, woods and buildings from the landscape beauty standpoint. The spoiling of shore lines by camps and cottages, the blotting out of vistas by tents, the loss of scenic beauty by making a road conform to strict highway principles, were to be deplored. He called the roads in such areas recreation highways and scenic routes and insisted that aesthetic pleasure was their first purpose.

Mr. Taylor stated that special problems were raised in connection with the use of trailers; the practice of leaving children alone in camps; the special difficulties of keeping primitive areas primitive; sanitary problems connected with the use of streams and lakes that form part of the water system of distant cities. He mentioned particularly the need of the development of a special type of children's playground for camp sites in these areas. He urged that park and landscape leaders should see that proper principles were used in planning bridges and other construction and in locating all buildings, woods and camps.

New Publications in the Leisure Time Field

The Beacon Handicraft Series

Issued by Boston University in cooperation with the Fellowcrafters Guild. The Beacon Press, Inc., Boston, Massachusetts.

SINCE 1930, Boston University has been offering an opportunity to its students and to teachers and social workers of surrounding towns to learn a selected number of creative handicrafts. Instruction in the different crafts is given by the teachers of the Fellowcrafters Guild which has now been affiliated with Boston University. These two agencies, in cooperation with the Beacon Press, are sponsoring *The Beacon Handicraft Series* on arts and crafts of which five have been published. These include *Metalcraft for Amateurs,* by Peter Manzoni; *Hand Loom Weaving for Amateurs,* by Kate Van Cleve; *Braiding and Knotting for Amateurs,* by Constantine A. Belash; *Leathercraft for Amateurs,* by Eleonore E. Bang; *Linoleum Block Printing for Amateurs,* by Charlotte D. Bone. In each book detailed directions are given and diagrams offered. They will be valuable additions to the library of the recreation worker. The price of each book is $1.00.

The Real Log Cabin

By Chilson D. Aldrich. The Macmillan Company, New York. $2.50.

IF YOU OFTEN wish that you might have a log cabin of your own, you are sure to find your dream cabin in this book written by a man who has devoted himself exclusively to designing and building log cabins from those of the simplest type to cabins of elaborate and expensive design. The book is far from being a mere handbook on the construction of cabins. It is delightfully written by a man who loves out-of-door life and is full of human interest.

The Girl Scout Diary 1937

Girl Scouts, Inc., New York. $.10.

THIS ATTRACTIVE publication is not only a diary but an encyclopedia containing an amazing amount of information regarding Girl Scout activities, arts and crafts, nature study and sundry miscellaneous subjects of interest to all wide-awake girls.

The Year 'Round Party Book

By William P. Young and Horace J. Gardner. J. B. Lippincott Company, Philadelphia. $1.00.

THE RED LETTER DAYS of every month are celebrated in the party programs outlined in this book. Complete directions are given for twenty-one parties from decorations to refreshments.

Nature Games

By William Gould Vinal ("Cap'n Bill"). W. F. Humphrey Press Inc., Geneva, New York. $.10.

MANY OF THE GAMES presented by Dr. Vinal — and there are almost a hundred of them — have been adapted from old games handed down from generation to generation. With a little ingenuity they may be modified for new games.

Handbook for Recreation Leaders

By Ella Gardner. Publication No. 231, Children's Bureau. Government Printing Office, Washington, D. C. $.15.

EVERY PLAY LEADER will want to secure for his library a copy of this 124 page booklet which is primarily a book of games of various types. Some suggestions are offered for musical and dramatic activities. The handbook is based on Miss Gardner's experience with recreational programs in rural areas and has been compiled in response to requests for help in planning programs and in selecting games and other recreational material for use in the home and with clubs and community groups. Classified indexes make the booklet readily usable.

The Nature Guides' Dictionary

By William Gould Vinal ("Cap'n Bill"). W. F. Humphrey Press Inc., Geneva, New York. $.10.

IT IS NOT MANY generations ago, Dr. Vinal points out, that everyone used nature materials for food, medicine, clothing and protection from storm. Materials for weaving baskets and mats, dyeing and designing came out of the environment. Today, however, the ability to supply the necessities of life from the natural environment is almost a lost art, and yet many plants and animal products might be useful to people of the trail and to members of camp communities in their arts and crafts. In preparing this dictionary, Dr. Vinal has drawn upon his own experience as a country boy and as a guide.

Puppetry, An Educational Adventure

By Virginia Murphy. Art Education Press, Inc., 424 Madison Avenue, New York. $.60 postpaid.

HERE IS A FASCINATING book on puppetry giving the historical background of this ancient art, its educational values, and detailed information on materials, the construction of marionettes and of a stage. There are also suggestions for selecting and directing the play, and organizing the producing company. There are many illustrations and diagrams. The puppetry hobbyist will find this book invaluable.

The Kit (Puppet Making—Punch and Judy).

Edited by Lynn Rohrbough. Cooperative Recreation Service, Delaware, Ohio. $.25.

Puppets, how to make them, sources of information regarding them, suggestions for a Punch and Judy show with a dialogue, comprise the latest booklet of "The Kit."

A Sports Curriculum.

By Seward C. Staley, Ph.D. Bailey and Himes, Inc., Champaign, Illinois. $1.00.

This book covers the twenty-eight different courses in physical education which are given at the University of Illinois. Interspersed with the information on the courses are lists of reference books on physical education and recreation, and quotations on sportsmanship and the values of sports and recreational activities.

The Field Hockey Guide.

Spalding 38R. American Sports Publishing Company, New York. $.25.

The 1936 *Field Hockey Guide* prepared by the Hockey Committee of the American Physical Education Association includes the usual handy pocket rule book, information of the U. S. Field Hockey Association's committees and their services, clubs, officers and members, historical data of teams, tournaments and international conferences. These are especially valuable to the hockey enthusiast, enabling her to make congenial friends when she moves to a new locality and to keep abreast with developments in her hobby.

For the player and teacher there are various articles, including "Physical Fitness and Training," "Ball Control," and "The Play of My Opponent." A comprehensive hockey bibliography and a sample score sheet conclude the Guide.

The Health Program in Small Associations.

By Edith M. Gates. The Womans Press, New York. $.65.

We give a place to this booklet in a page of reviews of publications on recreation because it contains much practical information for recreation workers on activities in their field, and an interesting discussion of principles involved. Two sections are devoted to recreation activities—one under the title "Physical Education Activities," the second under the heading "Recreation—An Education for Leisure." An excellent bibliography completes the booklet.

Parents and the Automobile.

Edited by Elizabeth J. Reisner, Harriet de Onis and Thalia M. Stolper. Bureau of Publications, Teachers College, Columbia University, New York. $.65.

A number of parents of children in the Horace Mann School and Lincoln School of New York City have been studying the relationship between parents and the adolescent children in respect to the automobile. Since automobile driving occupies so large a part of the leisure time of adolescents, some of the results of the symposium will be of general interest.

Youth Welfare in Philadelphia.

By Francis M. Wetherill. The John C. Winston Company, Philadelphia. $2.00.

A study of youth welfare in Philadelphia by Dr. Wetherill finds 75 institutions and 27 welfare agencies interested in the care of youth, with state and federal governments, national groups and other associations cooperating for the welfare of the adolescent. Dr. Wetherill indicates some of the problems presented by the work and accomplishments and needs, especially in the line of character building.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933 of RECREATION, published monthly at New York, N. Y., for October 1, 1936.

STATE OF NEW YORK, }
COUNTY OF NEW YORK. } *ss.*

Before me, a notary public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Mrs. Edward W. Biddle, Carlisle, Pa.; Clarence M. Clark, Philadelphia, Pa.; Henry L. Corbett, Portland, Ore.; Mrs. Arthur G. Cummer, Jacksonville, Fla.; F. Trubee Davison, Locust Valley, L. I., N. Y.; John H. Finley, New York, N. Y.; Robert Garrett, Baltimore, Md.; Austin E. Griffiths, Seattle, Wash.; Charles Hayden, New York, N. Y.; Mrs. Charles V. Hickox, Michigan City, Ind.; Mrs. Edward E. Hughes, West Orange, N. J.; Mrs. Francis deLacy Hyde, Plainfield, N. J.; Gustavus T. Kirby, New York, N. Y.; H. McK. Landon, Indianapolis, Ind.; Mrs. Charles D. Lanier, Greenwich, Conn.; Robert Lassiter, Charlotte, N. C.; Joseph Lee, Boston, Mass.; Edward E. Loomis, New York, N. Y.; J. H. McCurdy, Springfield, Mass.; Otto T. Mallery, Philadelphia, Pa.; Walter A. May, Pittsburgh, Pa.; Carl E. Milliken, Augusta, Me.; Mrs. Ogden L. Mills, Woodbury, N. Y.; Mrs. James W. Wadsworth, Jr., Washington, D. C.; J. C. Walsh, New York, N. Y.; Frederick M. Warburg, New York, N. Y.; John G. Winant, Concord, N. H.; Mrs. William H. Woodin, Jr., Tucson, Ariz.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers, during the twelve months preceding the date shown above is (This information is required from daily publications only.)

H. S. BRAUCHER.

Sworn to and subscribed before me this 22nd day of September, 1936.

[SEAL] MIRIAM DOCHTERMANN,
Notary Public, Nassau County.

Nassau County Clerk's No. 276. Certificate Filed in New York County. Clerk's No. 60. Register's No. 8 D 35. My commission expires March 30, 1938.

What Next?

WHAT CAN the recreation workers of America do now to secure more adequate resources for community recreation?

Because unemployed men had to be given work golf courses, swimming pools, tennis courts, children's playgrounds, parks have, under the federal government emergency work programs, been multiplied in our cities over a period of several years. Municipal recreation systems were under obligation to do their bit for the unemployed. The use of relief labor, moreover, greatly advanced the physical properties in our recreation system. In certain cities the building of physical facilities is ten years ahead of schedule because of the emergency help received. The contribution on the leadership side has had value, but for the country as a whole the results have not been as outstanding as on the physical property side. Many unemployed persons have been used for recreation leadership where their contribution to recreation was negligible because they lacked both natural gifts and training.

Now the time has gone by, with the degree of economic recovery attained, for using unemployed persons in recreation except as they have a considerable degree of natural capacity and can be given training and are going to be available for a fairly definite period of time sufficient to give adequate return for training and supervision.

Whatever may or may not have been justified in the extreme depression period — the business index is now 110—we are rapidly getting back to 1929 business conditions. True the number of unemployed may be above eight million and may remain unduly large for the next few years. The recreation movement, however, is no longer the place for the absorption of large numbers of unemployed—except as such persons have gifts equal to the nine to thirteen thousand volunteers who have been used from year to year in the recreation movement. Of course the continued assignment of able, capable persons from relief rolls should be heartily welcomed, but soon the number of able persons on relief will not be large.

Many men over forty have doubts as to their ability ever to return to full-time industry. They face living economically on their lifetime savings—perhaps supplemented by income from their sons and daughters in return for the support which they once gave these same sons and daughters as children. But these men over forty must live. One or two out of each hundred may possess the natural gifts to serve as volunteer leaders in recreation centers. Men have always given volunteer service in politics, in fire departments, in churches, in lodges, in Y.M.C.A.'s. Now there is opportunity for the few with natural gifts for recreation leadership to serve in recreation departments. The Boy Scouts have approximately 227,000 men volunteers serving with boys. The Girl Scouts have 27,534 women serving as volunteers with girls. We certainly need to experiment in recreation systems in giving opportunity for older men and women in our neighborhoods to give recreation service in the neighborhood playgrounds and recreation centers as a form of recreation for themselves. The use of volunteers is not easy in any movement, presents great difficulties, requires unusual statesmanship which many administrators do not possess.

Qualified youths also—as yet unplaced in industry—cannot be idle, do not want to be idle. The very few young men and young women out of each thousand who, having grown up on the playground or in the recreation center, have proved their gifts for leadership, may find an opportunity for volunteer leadership in the recreation system and thus keep fit until the time for employment comes. There is also always the possibility that working hours will be still further shortened. If we do come to a general thirty-hour working week, many of these youths as volunteers will have much time to give to recreation in their communities.

Such volunteer service requires the development of new methods, new skills, new creative power on the part of recreation executives and members of recreation commissions.

Whatever else we may do—the time has surely come for the maintenance of the highest standards and for insisting on cutting down the projects carried on to the number that can be made truly effective.

With the degree to which the depression is over the public, to whom we ought to appeal, will no longer be as tolerant of low standards. They expect of us *now* plans for placing our entire program on a permanent basis.

Somehow lay leaders must be helped to see the fundamental importance in a democracy of providing recreation opportunity. There is a limit to the increase of local real estate taxes, but the fair share of the tax dollar must be claimed for helping to make life most fully livable for all.

HOWARD BRAUCHER.

January

Courtesy Fresno County, California, Chamber of Commerce

Present-Day Parks and Their Functions

By V. K. BROWN
Chief of Recreation Division
Chicago Park District

The new philosophy of park service embraces not only the beautification of city areas but "the opening up of new vistas for the spirit of man to explore in every enriching phase of life"

A novel bit of park design is to be found at Playland, at the first tee of the Waveland Golf Course in Lincoln Park, Chicago

TWO EVENTS have profoundly influenced park history and park service in Chicago.

The Columbian Exposition in 1893 came at a time when parks resembled the old-fashioned parlor. They were very proper places, for select use on state occasions, with everyone stiffly on his good behavior, rigid as rigor mortis. Users felt themselves under a parental eye, watchful and reproving—enjoining them to keep off the grass, not to touch the flowers, generally to mind their manners. Almost, they could hear the Park Board tell them they were to be seen and not heard.

The Fair profaned the park, life itself flowing into areas previously sacred to sightseeing. The Midway's amusements, the Hall of Machinery, the palaces of art, the classic architecture of the buildings, left an emptiness and a yearning in the park acres when they vanished with the end of the exposition. But they left also a new daring in the imaginations of men, a new stimulus in their daily lives, and the park authorities who had seen a half million attracted eagerly to a park in a single day, became dissatisfied with a park system offering merely things for a few to look at. Having the courage to do new and bigger things, they began planning expansion in terms of small parks, bringing close to the tenement homes of the city not only the woods and flowers, open meadows and sparkling waters, but also, lest in an industrial city succeeding generations decline in vigor to physical degenerates, they included running tracks and swimming pools, athletic fields and games facilities. For winter months they planned gymnasiums, club rooms, assembly halls, and libraries.

This paper was presented by Mr. Brown on November twelfth before The Park Society of Philadelphia

Life Flows Into the Parks

Eight years after the Fair of 1893 the voters approved bonds to build ten such park community centers, and life itself began to flow again into the parks, permanently this time, for it has stayed there. We have since

added some eighty more such parks, built in the interim. Making no count of casual strollers, those served this year in active and specific participation in some definite recreation, will aggregate over fifty million — equivalent to a participating use of our parks by every person in the city every three weeks throughout the year.

Such present use as that, this public appropriation of their parks, reflects the influence of the second event — consolidation of numerous formerly independent park governments, into a single metropolitan administration, three years ago. That, you remember, was when our spirits were at ebb tide, when our government, and every agency of our social order, were forced to exert themselves lest desperation among our despairing unemployed overwhelm the very institution of Democracy itself, and we be torn into fragmentary conflict groups responding to the social disunion of "class consciousnesss."

A New Philosophy Develops

Whether we wished it or not, consolidation and its attendant reorganization *forced* us to think over again and plan anew the whole basis of park service to the leisure of an urban community. And one could not even glance inquiringly at the enforced leisure, the bitter leisure, of that day, without realizing that even more important than the economic depression was the depresssion of spirit permeating, and paralyzing, community life. All about us men sat desolate, deserted, and despairing, their very souls dying within them, because no one seemed to miss them, and no one seemed to care. That intangible thing of the spirit —morale—a thing we cannot grasp, but rather a thing which grips us—was perishing. And at that moment we were commissioned to build a new service to the needs of our city.

Fortunately—and this I cannot over-emphasize —so popular had the parks become meantime, and so seriously did our Mayor, the President of our Board of Park Commissioners and the Board itself consider it their duty to provide the best obtainable service within reach of our budgets, that we were commissioned to engage as personnel not the best workers in the precincts, but the most competent leadership talent in the city.

Constantly experimenting, studying, perfecting its techniques, that leadership promotes the old services in athletics, games and sports, together with new departures in art, in music, in drama, in crafts and art crafts, and those fifty million uses of our parks this year prove that men do not live for, any more than they live by, bread alone; that in this new found leisure masses turn with mounting enthusiasms to cultural and creative interests, and to stimulating association with their fellows, when like interests are discovered. It is proof of something which our press and even our statesmanship must learn, that economics is a phase, not the sum total of life, that even more important than accumulating possessions is the matter of *living,* adventurously, companionably, effectively and joyously.

The present philosophy of our Chicago Park District is that park authorities are commissioned to contribute to the enrichment of our life together in a city. They are builders for the future. They set out plantation which they will never live to see in full development. And similarly, their business is to plant beauty and magnificence in the ugliness of their city, not only in restful landscapes and flowing waters, but rounding out and completing their contribution to city living by opening up new vistas for the spirit of man to explore in every enriching phase of life, in all the arts of living, in neighborliness, and understanding, and human fellowship, in cultivating appreciations of a painting or a symphony, or even of the perfections of a sailboat or an airplane motor, no less than of a chrysanthemum or of a landscaped vista, and in keeping alive and alert a forward looking and adventurous zest in living.

We think that in serving these needs of our communities we are beautifying their life and outlook, just as we do in planting trees and constructing winding waterways where ugliness before prevailed.

Now some logician may rise to ask, "But isn't much of that in the field of education?" And not to quibble over terms we answer: "Certainly, all of life's experience is in the field of education. Our religious culture is in the field of education, but the schools have not yet taken over the additional task of providing churches. And so long as education continues to mean what it does to the masses in our city, at least, this new and additional job can better be done when we call our groups clubs, not classes, and when we make their purposes adventure, not study." Personally, I am inclined to think that so long as compulsory school attendance is undisguised, some other agency will continue to be more successful in securing voluntary participation in a leisure time program. In

our vacations anything which suggests dictation just doesn't appeal to us.

It is precisely of our releases that recreation consists. Recreation is our escape from the humdrum, the demanded. It may be sport, or creative hobby, or social fellowship, or art, or travel, which attracts us, but the essence of it is that it is uncompelled, as the spirit of it is freedom to do the thing our individual fancy selects, adapting to the life of today, developing tastes or skills for the life of tomorrow. The march of time and the course of progress presents to us a constant stream of new alluring interests to engage our expanding leisure. We are becoming aware of the fact that we move toward a civilization of greater refinement, more cultivated in its relaxation, as well as in its more serious affairs.

Recreation in the era of the ten hour working day was a matter of the idle hour; now it is more that of the idle half day. In the eight hours of the daily twenty-four not given to sleep or to work, we are broadening our culture, becoming citizens of the world, with all its intellectual, creative, and aesthetic implications.

Youth Goes Adventuring

The youth served in our parks faces an unpredictable world about which we can prophesy only that change will tread on the heels of change. You and I have lived in the most interesting life span in history. Its inventions, disasters, and accomplishments, taking place before our eyes, have enabled us to see more happen than whole civilizations of the past ever saw, from their birth to their decline. We saw the invention of the machine and witnessed its development, exhausting our imaginations in its creation. But our children's imaginations start where ours are leaving off, with putting the machine to socialized uses. And so much more will happen in their lives that our times will probably seem uneventful, if not positively humdrum, in comparison.

In their recreations youth start adventuring into that unknowable future, not regimented, but on their own; not out of books, but from that greater teacher — personal experience, living their way into confidence in themselves, into disciplines of thought and action, even to disciplining the emotions, a necessity we have so stupidly neglected. In short, living their way into acquaintance with, and mastery of, their own world. Examples? Well, some of our boys are playing with engineering, casting their engine blocks, turning out the cylinders and making power plants to drive their model motor boats or model planes, and you can slip one of their "V" type four cylinder motors into your coat pocket. Others are making their flutes and violins, with better tone quality than the cheaper instruments which they could afford to buy. A group of youthful artists are painting the murals for their assembly room in the park. Another group edits, puts into type and prints the news letter publication. Some of our youth hostelers—that new unregimented World Youth Movement—destined, I predict, profoundly to affect our future—with all of their baggage in a knapsack on their shoulders have gone on the trails of New England, of Europe, and even of Japan, exultant and yet sobered under the sense of responsibility which was so vital a part of the whole adventure. These are but a few examples out of thousands which might be cited, but they serve to show that the youth of our city and of yours, is thinking and doing new things, not for product solely, not alone for the mere satisfaction of doing things, but primarily because they cannot sit still. They are too dynamic to vegetate. They must be up and about their business, and that business is to write the signature of their own generation into the record before the page turns, aspiring as they do to mastery of that greatest art of all—the Art of Living.

And in contributing to that process we feel that we in the parks are contributors not only to the fulness of life and to its more complete patterning, but even more importantly, to its morale, to the joy and the zest and the fellowship of it, and by that same token, to the perpetuation of our democracy.

"What is government for? Why does it exist at all? Is it not to create the environment in which men and women can attain their legitimate desires? Everyone seeks first of all the fulfillment of his own life — economic success, according to standards set by his own capacities and by those of the society in which he lives; physical health; love; and according to his background and upbringing various kinds and degrees of intellectual and spiritual satisfaction. For the attainment of the greatest satisfaction in these things for the greatest numbers of people, governments exist in free countries; for life, liberty, and happiness, according to policies based upon the most universal possible consent."—*Dorothy Thompson* in the *New York Herald Tribune,* November 4, 1936.

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Community Centers in Sioux City

By FERDINAND A. BAHR
Director of Recreation
Sioux City, Iowa

SIOUX CITY, IOWA, has four community centers in the junior high school buildings with an enrollment of more than 1,200 people who are enjoying the program.

Publicity

In planning for the centers every possible means was used in reaching the public with information regarding plans and programs. In addition to the distribution of pamphlets and publicity through the press, three radio talks were given and there were addresses before PTA organizations and student assemblies at the colleges and high schools. A circular entitled "A Program of Interest to *You* at Sioux City's Public School Recreation Centers" was distributed to all students at the junior high schools, high schools and colleges with the request that they be taken home and brought to the attention of parents and other members of the family. Particular care was taken to distribute the circulars from house to house within a six block area surrounding each recreation center. They were also placed by time clocks at the various stores and manufacturing establishments. The circular, an attractive folded sheet, tells on the inside of the tap dancing and gymnasium classes, and arts and crafts and drama clubs. On the back is information regarding the athletic activities of the centers.

Leadership and Program

The program has been outlined in such a way that some highlight activity is conducted each evening the center is open. This makes for a continuity of attendance. Activities include gymnasium classes for both men and women, art and crafts classes, with a special class in pottery once a week, and a drama club at each center. Instruction in archery is given beginners, and there are practice periods for advanced players. Other activities include tap dancing, Badminton, table tennis and chess. A game and reading room is provided for those not wishing to take part in organized activities.

A capable leader is in charge of each center, and the best instructors available are used for the specialized classes such as arts and crafts. WPA leadership is used for game room and locker room attendance. Regular classrooms are used for all of the activities, and in spite of the large attendance at the centers very little difficulty has been experienced in the destruction of property or equipment. Hallways are used for archery, table tennis and dart baseball.

From time to time during the winter months we plan to publish information regarding some of the community centers in operation. Be sure to send us facts of interest regarding *your* centers. Your experience may be helpful to other cities.

Cooperation with the Board of Education

Every effort is made to keep the Board of Education informed of the program and interested in it. On one occasion a dinner meeting of the board was held followed by a tour of all the centers. News photographers took pictures of the various activities with members of the board taking part in them. Members of the Board of Education thus were given a clearer conception of what the objectives of a recreation center program are.

"Yes Sir, Here It Is!"

At the first of the year, before the centers reopened after the Christmas holidays, an illustrated pamphlet entitled, "Yes Sir, Here It Is—Opening of the Recreation Centers," was sent to all those enrolled in the various classes. The pamphlet gave a résumé of the new activities offered together with a review of the old ones. Continuous publicity on the program is given throughout the local newspapers. Monthly reports of the attendance at each of the centers are presented to the Board of Education.

A Center in a Problem Area

At the request of one of the missions located in a problem area of the city, a school has been opened for a program of activities after school hours and evenings for the children and adults of that community. Each day from 3:30 to 5:30, arts and crafts, drama and game activities are conducted

(Continued on page 511)

From a Woodchuck Up!

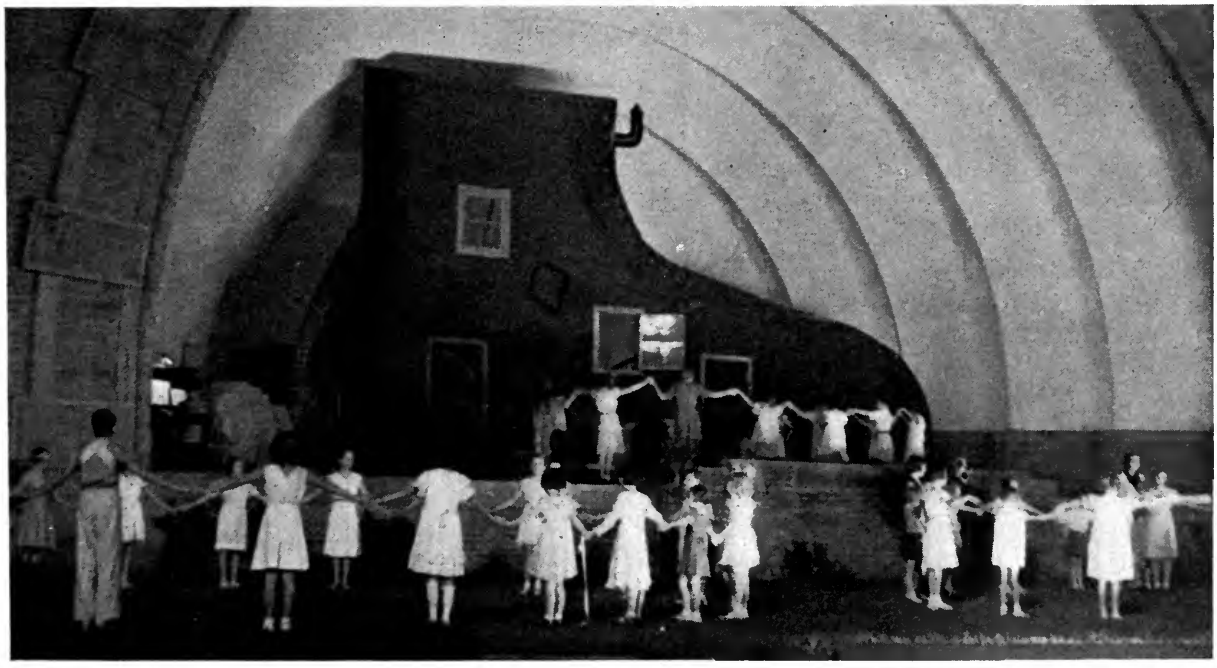
THIRTY-SIX YEARS AGO in July, the late Peter J. Mettler phoned his good friend, Carl Hildebrand. "Carl," he said, "I hear you got a woodchuck. Don't kill it. I want to start a zoo." Mr. Hildebrand replied that he could have the woodchuck to start a zoo, a fur business or a bone yard because it was raising "hob" in his basement gnawing furniture and chewing curtains. A trap was set in the basement to catch the woodchuck a second time, and thus the Toledo Zoo was started. Two months later twenty-nine more animals, including some rabbits, a monkey-faced owl and a crow, had joined the woodchuck.

In July of this year, thirty-six years later to the month, the Toledo Institute of Natural History was formally opened, with Mr. Hildebrand present. From a lone woodchuck in a makeshift cage the zoo had grown into a $2,000,000 establishment, up-to-the-minute and ranking fourth among similar institutions in the country.

The zoo grew slowly and intermittently at first. Nine years ago it might have been described, it is said, as "a place where they had an elephant in a wooden shed." True there were plans for further development, made in 1923 by the Zoo Society, but these lay gathering dust on the shelves as far too ambitious for the available funds. In 1933 the zoo asked the newly created CWA for a parking lot. It soon appeared there were more men than could find work on CWA projects in Toledo. Out came the plans. They were revised and in a short time put into action with amazing ingenuity. The federal government contributed a $1,000,000 pay roll, and the zoo contributed $48,000 in cash and $500,000 worth of erstwhile junk for building materials, for the far-sighted Zoo Society had quietly bought up rights to many old structures, buildings and canal locks. Not even the city dump escaped making its contribution.

Four large buildings form the central unit—an aquarium, aviary, reptile house and museum-amphitheatre. The museum-amphitheatre is the most ambitious and costly structure of all, costing some $600,000. It houses a museum of natural history and its workshops, a lecture hall with a capacity of 700 persons, usable as a little theater and for

To the Recreation Department of the Works Progress Administration went the honor of presenting the first civic production to be given in the beautiful new amphitheatre



rehearsals, a gallery for displays, classrooms, storerooms, a restaurant and plaza, and built into an outside wall is a modern band shell, complete with basement dressing rooms and a water curtain upon which colored lights can be played. The various facilities are so cleverly arranged that activities may be carried on in all parts of the building at once without interfering with one another.

A toy symphony is one of the activities developed on the playgrounds of Toledo

A Pageant the First Production

To the City WPA Recreation Department of Toledo went the honor of the first civic production in the amphitheatre. It was a fitting choice, for both the zoological park and the Recreation Department are dedicated to providing facilities and opportunities for a better use of leisure time.

The Recreation Department presented a pageant, "The Old Woman in the Shoe." This "old woman" did not solve the problem of her many children as did the one in Mother Goose's book who "spanked them all soundly and sent them to bed." No, indeed! The Toledo "old woman" sends them all laughing to the playgrounds! What her children did on the playgrounds in the summer was the theme of the pageant. Some of them played in toy symphonies, some in gay costumes took part in folk dances, others were puppeteers, and still others raced in track events, built living pyramids, and pantomimed sport activities. The swimming instructors of the city pools gave demonstrations of life saving, and groups enjoyed nature and dramatic activities and low and highly organized games. Six amateur talent acts which had been worked up during the summer were reenacted. About a thousand children took part in the pageant under the direction of Kelen Wiseman, City Supervisor of Recreation, and Lars Wagner, WPA Recreation Co-ordinator, and over 5,000 persons attended it.

Materials from Everywhere!

The reptile house, costing $150,000, is entirely handmade and a most amazing patchwork quilt of discarded materials. Its brick came from an old school and a hospital; its stone from canal locks and the Wabash Railroad shops; its ceiling, door frames and casing from the Wabash car shops and an old building; its entrance ceilings from box car linings; its gallery ceilings from relief shoe packing cases; its alligator pool stone from the Welfare Farm quarry; its lighting fixtures from scrap lumber and metal; its Spanish tile from an old concession building and rest room; its guard rails from old walnut caulk dug from the canal bed; its foyer ceilings from mud sills from the Wabash elevator; its outer floor stone from old Cherry Street sidewalk, and its form materials from the city dump. A list of the salvaged materials and their use posted in the building rivals the reptiles in attracting attention, for visitors go back over the whole building closely examining it, with the list in mind. A natural, swampy den area with subdued light has been constructed at one end of the reptile house, making a natural habitat for many reptiles.

The aquarium, costing $350,000, is constructed from stone and brick from the old Wabash Round House and the Milburn Wagon Works, lumber salvaged from many places and glass brick. It

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For an "Honest Abe" Party

Suggestions for a party based on well known and little known anecdotes regarding Lincoln

By ELIZABETH PRICE
National Recreation Association

"EENIE, MEENIE, minie, mo —." Will it be a Lincoln or a Washington or a Valentine's Day Party? Thoughtless of February to have so many red-letter days—three of them in the first three weeks! But there you are; it's done and you must plan for a least *one* party. Lincoln, Washington, Valentine. "Eenie, meenie, minie, mo"—Washington out. "Eenie, meenie, minie, mo"—Valentine's Day out. That leaves Lincoln. So it's to be an "Honest Abe Party" this year. Now that's settled, the ideas begin to come as thick as spatter. You will have a number, too, to add to those which follow.

Invitations

"Abe" Lincoln grew up in a frontier world, living in a log cabin, living a simple life. Make this a homespun party, then, and on your invitations tell your guests to come in old clothes, in jeans, cotton dresses or any old clothes they may have. You may also ask them to bring twelve Lincoln pennies as price of admission to the party. These pennies you'll use in the games and then pay for refreshments with them or put them in the club treasury. Lincoln silhouettes are to be had everywhere. Draw one, cut it out in black paper, write the invitations on the back in white ink, or use a log cabin form for your invitations.

Decorations

Because a log cabin is so closely associated with Lincoln, decorate the party room to look as much like the interior of a cabin as possible. Bring in kegs (nail kegs from the hardware store), a spinning wheel; make a false fireplace if you have no real one; hang kettles, onions and peppers; set various tools about in the corners. An old gun or a cardboard one, as well as real or make-believe animal skins, may be hung on the walls or above the fireplace. You may dim the lights, but use candles or lanterns only where absolutely safe—there are many things you may do, only be sure to leave the center of the room free for game activities.

Pre-Party Games

The guests will not come all at once, so keep the early comers happy by providing some pre-party games for them.

"Thrifty Abe." A number of chairs stand in a row. Behind each one place an empty quart milk bottle. As the guests arrive, count the pennies, taking the names of any who have brought a hostile Indian-head penny into the cabin. (They may be made to do a stunt later on.) Guests then kneel on the chairs, and holding the penny even with the top of the chair back attempt to drop the pennies one by one into the bottle which represents a savings bank or the "old sock." One of the party leaders keeps the score for each guest and later in the evening prizes (perhaps a penny) will be given those with the highest score— that is, the most in the sock or bank. (When the party begins the pennies are all put in a box and used in the games as needed.)

Lincoln's Answer. Two men were once arguing about how long a man's legs ought to be. They agreed that Lincoln's were too long and Douglas' were too short. Lincoln happened by and they asked him what he thought. Put up a sign with the query, "How long should a man's legs be? Lincoln had an answer, what is yours?" printed in bold type. Near it place a measuring tape, a foot rule, a yardstick for figuring, and a piece of paper and pencil for writing names and guesses. When you call the group together for the first group-as-a-whole game, check the answers quickly

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and should anyone have put down the right answer (Lincoln's) he may be given a prize. Lincoln's answer was that a man's legs should be long enough to reach from his body to the ground.

Mixers

The informality of the decorations and costumes will help break the ice, but we may need a mixer or two to put the group in a thoroughly friendly and informal mood.

Lincoln's Horse. This is a get-acquainted game. The leader or one of his assistants stands in the center of the large circle which the group has been asked to form. He states he is Lincoln's horse and is looking for a rider. He gallops over to some person, introduces himself, and takes that person to be a rider. They gallop off, rider's hands on horse's shoulders or hips. They stop before someone else, introduce themselves, and this third person then becomes a horse and gallops off to find himself a rider. So the game progresses with horse and rider combinations making new horses through introductions and new horses getting riders. In this way everyone is soon a horse or a rider and each has met a number of persons. Horses and riders must gallop. On signal, all the horses and riders gallop back into circle formation.

Woodsy Wisdom. In Lincoln's day, the wisdom of the sages was respected. Old sayings and proverbs were frequently quoted to teach the pioneer children proper behavior. Pass out cards which you have previously made. On them are written such proverbs as:

Make hay while the sun shines.
A rolling stone gathers no moss.
Never look a gift horse in the mouth.
A watched pot never boils.
A stitch in time saves nine.

If there were fifty guests at the party, you would make five copies of each of the proverbs on cards of one color, and five on cards of another color. With the group in a circle, pass out the cards, one color to the boys, the other color to the girls. Read aloud the five sayings and tell the group it must divide itself into five teams of ten members. Each team will be made up of people with the same proverb. On "go," each person shouts his proverb aloud, and moves about the room listening for others with a similar one. Those with like sentences band together, looking for others to complete their team. Each group is then asked to form a straight line.

Relays

Penny Relay. Hold a regular potato relay using pennies instead of potatoes. To make the game more difficult, provide a pair of cloth garden gloves for each team. Four circles are drawn in a row parallel with each team. The first circle is six feet in front of each captain, the second, nine feet, the third, twelve feet, and the fourth, fifteen feet. Each captain has four pennies. On "go," he gives them to the person behind him; puts on the gloves; takes a penny and lays it in the nearest circle, returns and gets another penny, puts it in the next circle and so on until all the pennies are set out. He then collects them one at a time in the same manner until the second player has them all. He pulls off his gloves. The second player gives the pennies to the third player; puts on the gloves and starts as did the captain. The first team finished may be given a penny for each member, as prizes.

Rail Splitting. Lincoln was a famous rail splitter. You may try your hand at it. Hang up a brown paper "rail" at the end of the room for each team. On each rail are four five-inch sections marked off crosswise with pencil, one section for each member of the team. (More may be added or a few cut off if the number on each team is larger or smaller than you guessed before the party when you made these "rails.") Lay a pair of scissors on a chair under each "rail." On "go," the captains race to the "rails" cut the first section in two in the middle, lay down the scissors, run back and touch off the next person who races to cut his section. The team which splits the first "rail" wins a prize. The last persons may have to step on the chair to reach his "rail" section, or the "rail" may be laid on the chair with the scissors.

Lincoln and the Post Office. In his youth Lincoln once managed a post office. In those days many persons could not write and needed help in writing a letter. Then the letters were often carried by several persons before they were delivered, for on the frontier official letter carriers were few.

Give each captain a paper, envelope, pencil and square of cardboard. Tell the group to write, "Lincoln once said, 'A house divided against itself cannot stand.'" Each person is to write one word and pass along paper, pencil, envelope and cardboard to the next person, who writes the second word, etc. The person who writes the last word, folds the paper, puts it in the envelope, seals it,

writes "A. Lincoln" on it, and passes it back along the line to "Lincoln"—the captain. The first team with its letter delivered wins.

Circle Games

The Underground Railroad. Have each team form a circle with the shortest person in the center. During the Civil War Negroes were smuggled from house to house on the way north to Canada. The chain of houses which served as refuge places was called the "Underground Railroad." Give one person in each circle a penny. This is passed from person to person around the circle. Everyone pretends to be passing it whether he has it or not. The one in the center tries to guess who has it, and points to someone. If that person has it, he becomes "it" and stands in the center. If he hasn't the penny, he (the one pointed at) must guess who does hold it, and should he guess correctly, he stays where he is; if he cannot guess (he has only one chance), he takes the center place.

Lincoln-Douglas Debate. Have each group select the tallest and the shortest person. The tallest is "Lincoln," the shortest, "Douglas." Each must put his hands behind him and keep a straight face. On "go," each starts talking on any subject he chooses or appropriate topics may be assigned. The first to laugh, move his hands, or stop talking even for a moment, loses the debate. The winner may accept challenges.

Quiet Games

Lincoln Penny Wise. Give each person a Lincoln penny and paper and pencil. Ask the following questions, the answers to which can be found on a penny:

The name of a song? (America)
A privilege? (Liberty)
A small animal? (Hare) (Hair)
A part of Indian corn? (Ear)
A part of a hill? (Brow)
Something denoting self? (Eye) (I)
Part of a door? (Lock) (Of Hair)
A foreign fruit? (Date)
What ships sail on? (Sea) (C)
A perfume? (Scent) (Cent)
A Chinese beverage? (Tea) (T)
A term of marriage? (United States)
Part of a plant? (Leaf)
A religious edifice? (Temple)
A messenger is? (One Sent) (Cent)
A method of voting? (Ayes and Nayes) (Eyes and Nose)

The person with the largest number of correct answers keeps his penny. Collect the other pennies if you are not using them in the next game.

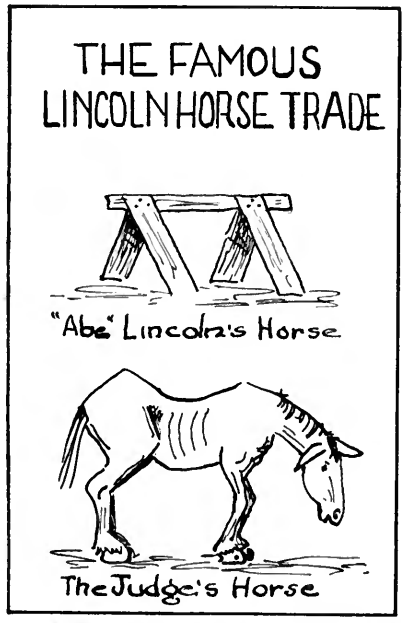
Lincoln Silhouettes. Ask each person to turn over his paper and draw from memory (or from the penny) a silhouette of Lincoln. After four or five minutes, ask each to initial his work of art and then set the drawings in a row on the floor against the wall so all may see. Judges may award a penny to the best.

Dramatic Activity

Divide the group into smaller ones by counting off in a large circle. Give each group a small card with a Lincoln anecdote written on it. Each group has five to ten minutes to work out a dramatization of the story. Here are "briefs" of five famous Lincoln anecdotes:

1. Lincoln once cut four cords of wood to earn money to buy a book.

2. Lincoln and a judge were once bantering each other about horse trading. They agreed to trade horses, sight unseen, the next day. The judge appeared with the most broken-down, sway-backed horse imaginable, and Lincoln brought a wooden saw horse. Lincoln looked at the Judge's horse and said it was the first time he had been beaten in a horse trade.



3. Lincoln once worked in a store. A woman came for some tea and after she left, Lincoln discovered he had short-changed her six and a quarter cents. After work he walked three miles to return this money.

4. During the Black Hawk war, Lincoln, who had a limited knowledge of tactics, was marching a company across a field. Coming to a gate, he was

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at a loss for the commands to get the company endwise so it could march through the gate. Said Lincoln: "Company, Halt! This company is dismissed for two minutes, when it will fall in again on the other side of the gate."

5. Lincoln was riding with some circuit judges along a wooded road. He heard a bird chirping and drew rein to investigate, finding six little birds which had fallen from their nest. In spite of his friends' laughter at his concern over the birds, he searched through the trees, found the nest, replaced the birds and rode after his friends.

Musical Activities

With a log cabin setting and rough clothes, a party would not be complete without some old-time songs and square dancing. For a group "sold" to square dancing, a large part of the evening may be spent in dancing. For groups to whom it is new, two or three dances will suffice. The Virginia Reel is rather familiar, and you may start with it. Then may come Sourwood Mountain or other easily learned American dance. Here is a simple one to the tune of "Turkey in the Straw." You will have to step lively, acting out the calls as the leader chants them to the music:

Take a Little Peek (a folk dance)

Four couples form a hollow square.

Introduction (done only at beginning of the dance).

1. Honor your partner, sides address (bow to partner and corner),
2. All join hands and circle left.
3. Come back home single file,
4. Ladies in the lead, Indian style.

Figure Call

1. First couple out and lead to the right (stand in front of second couple and bow).
2. Around that couple you take a little peek. (Each member of first couple looks behind member of second couple whom he faces.)
3. Back in the center and swing your sweet (swing in circle).
4. Around that couple, you peek once more,
5. Back in the center and you circle four (join hands with second couple and move left halfway around).
6. You circle four and pass right through (first couple passes between man and lady of second couple).
7. And you go right on as you used to do (first couple goes over in front of third couple and bows).

(Repeat lines 1 to 7 two more times, as first couple goes to third and fourth, but on last time, say "And go right back home where you used to be")

Change Call

1. Home you are and balance all (step toward partner and back),
2. Swing around all and swing around eight. (turn partner twice around, eight steps on this and next line.)
3. Go up the river and across the lake.
4. Allemande left (turn corner all the way around with the left hand),
5. And a grand chain eight (give right hand to partner, pass her, left hand to next, and so on, doing a grand right and left, half-way round on this and next line.)
6. Hurry up, boys, don't be slow.
7. Meet Mary Ann and away you go (meet partner and promenade home with her on this and next two lines).
8. Back home again with a promeno.
9. Hi dee, hi dee, hi dee, Oh!

NOTE: The second couple now does the Figure Call, all do Change Call, and then the third and fourth couple do likewise.

Songs to Sing

The old familiar songs are most suitable for our party for the well-worn songs which everyone knows and loves will add in generous measure to the feeling of "at-homeness," informality and simplicity about which a Lincoln Party should be developed. Here are a few of the songs which you might sing:

Old Folks at Home
My Old Kentucky Home
When You and I Were Young, Maggie
Aunt Dinah's Quilting Party
Oh! Susanna
Old Black Joe
Carry Me Back to Old Virginny
Dixie
Water Boy

Refreshments

You will have a hungry crowd by now. Use those pennies to good advantage and serve as hearty refreshments as your purse allows. Sing a few old-time songs and your Lincoln Party will close on a note of old-time friendliness.

Citizen Boards in Public Welfare

By MARGARET CAREY MADEIRA
Vice-President
Public Charities Association of Philadelphia

ONE OF THE by-products of the tendency towards centralization, evident in the United States for the last few years, is the inclination to question the value of unpaid citizen boards in the field of state and local public welfare administration. Perhaps this inclination is a symptom of our alleged drift toward a totalitarian state. In any event, it is a challenge to those of us who favor citizen boards, as a part of the democratic process, to promote conditions to insure their efficiency.

No thoughtful, informed person would, I think, defend the usefulness of unpaid boards under all circumstances. On the contrary, experience seems to indicate that their usefulness depends entirely on the extent to which certain conditions essential to their successful functioning are met. These conditions fall into three groups: the qualifications of the board members, the qualifications of the officials with whom they are associated, and the legal and traditional terms of their association.

To begin with the last, it is essential that the duties and responsibilities of a citizens' board should be real and that they should be clearly defined by law. There is no possible justification for setting up boards that are mere rubber stamps. They involve a waste of time for all concerned and good people will not long serve on them. Generally speaking, the more that is demanded of a board member, the better the type of person who will accept the responsibility. People will make real sacrifices in order to do something that is real. They won't in order to perform a perfunctory service.

Besides a clear legal definition of the duties of citizens' boards, a tradition must be established favoring their full functioning. It should not be difficult to educate public opinion on the importance of nonpartisan citizen representation in the administration of public welfare services, nor to promote the understanding that such boards are a means of safeguarding from partisan exploitation not only the interests of unfortunate people, but the resources of all of us. To a great extent the responsibility for this education rests upon the members of the boards themselves. If they become isolated from their public, their usefulness is seriously impaired. They should not only represent the public in their field but also should interpret to the public the activities in that field. Such a tradition cannot, of course, be built up in a day; it takes more than one administration to establish it on a firm basis, but without it the requirements of the law may become meaningless.

I do not mean to imply that local boards should attempt to determine policies which by their nature are the responsibility of the state agency. Experience has shown that over-reaching at this point can be a serious obstacle to the execution of state-wide policies. Local boards should interpret state policies and adapt their execution to varying local conditions. They should, moreover, take part in the formulation of state policies and if they are constituted as they should be they will have an important contribution to make. In my opinion they should resist

Because public service is one of the most important of leisure time interests, we commend this article to readers of *Recreation,* many of whom are members of recreation commissions and boards, or are associated with various other citizen groups promoting public welfare in one form or another. The article is drawn in part from a paper given by Mrs. Madeira at the National Conference of Social Work at Atlantic City. It appeared originally in the November *Midmonthly Survey,* and is reprinted by courtesy of *The Survey.*

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the almost inevitable tendency on the part of the agency higher up to turn them into dummies. The assumption that the bigger the governmental unit, the wiser and purer the people who direct its activities, may be carried to extremes.

Qualifications of Board Members

To turn to the qualifications of board members on which successful functioning depends, the first and most essential is integrity of purpose. I am well aware that people often develop under the stimulus of responsibility, and that those who have sought a position for trivial or selfish reasons often fill it with honor. However, one cannot depend upon such miracles. The chances are that more harm than good will be done by citizens' boards, unless the dominant motive of their members is a genuine desire to perform a useful service to society. That such a motive is often accompanied by a wish for recognition need not disturb us too much. The desire for honor from time immemorial has been an incentive to action, even to sacrifice. It is a perfectly normal desire which can be put to good use as long as the ruling purpose is unselfish, and as long as ambition to shine is tempered by humility in the face of responsibility.

Closely related to integrity of purpose is willingness to keep an open mind—an essential qualification for a representative of the public. A member of a citizens' board should be able to see the questions that he is called upon to consider, not from the point of view of a class or a race or a sect or a section of the state, but from the point of view of the whole public. When the claims of different groups conflict, he should be able to weigh these conflicting claims objectively, intent only upon getting the right thing done, not upon serving a special interest, not upon getting his own way.

Aside from these attitudes of mind, the most important qualification to look for in a board member is the ability to make some real contribution to the work of the public agency with which he is associated—a contribution based on special training or on special interest. At the risk of digression, I want to say a word here about the often arbitrary distinction between "lay" and "professional" service. It seems to me that some of us need to consider this distinction with fresh eyes. It looms large in the minds of many social workers—sometimes disproportionately large. Since I am a layman in every sense of the word, it is perhaps unsuitable for me to point out that a passionate interest in social work may plough and cultivate one's mind as successfully as special training. On the basis of deep and genuine concern, plus active work as a board member or a volunteer, one may develop as disciplined a mind, as steady a point of view, as may result from formal education for a professional career. I do not believe that such formal training for social work as is offered to us at present sets a person apart as does training for other professions. There is nobody of exact knowledge related to this field corresponding to that which the doctor, the lawyer, the engineer must cover in order to function at all.

The value of formal training, especially when it is broad and reasonably free from dogmatism, is, I believe, beyond dispute. I realize fully the necessity of establishing and maintaining professional standards in the field of human service and the difficulty of setting up dependable substitutes for professional training. Nevertheless, it is a fact that social work of professional quality is often done by people who have not had professional training, and that, as members of citizens' boards, they may make a contribution to the work of a public agency as valuable as that of professionals.

The members of an official board should, then, be distinguished by integrity of purpose, by capacity for open-mindedness, and by ability to make a real contribution to the work of the public agency, a contribution based either upon special training or upon special interest or both. Undoubtedly these are pretty stiff requirements, and the question naturally arises whether it is possible for the appointment power to obtain the voluntary services of such paragons of virtue and intelligence.

Securing the Right People

Obviously the person who will make a really useful board member will not, as a rule, be appointed, unless the governor or the mayor, or whoever the appointing power may be, uses his privilege with a full realization of the re-

sponsibility he is conferring and of the high purposes to be served by the selection of well qualified people. Too often, board memberships are employed as currency for the payment of political debts; it is only by the grace of God that people so chosen are prepared for useful service. The same is true, of course, of appointments made to promote a political end, such as control over staff appointments under the board. Some degree of protection against this abuse exists in overlapping terms of board members, and a further protection is the transfer of the appointing power to a welfare commission whose members serve overlapping terms. But only an enlightened public opinion can provide complete defense against the misuse of the appointing power.

Granted, however, the good intent of the appointing power, there remains the difficulty of persuading the right man or woman to accept the appointment. This has always been a difficulty, but during the past few years recruiting the best type of board members has been complicated further by the fact that many qualified persons can no longer afford to accept obligations which make a heavy claim on their time and involve a considerable expense, direct and indirect. People who formerly were able to devote themselves to unpaid service without counting the cost, are now finding that their personal affairs, their homes and their businesses, require all they have to give. This economic difficulty could, of course, be removed, or at least diminished, by the payment of a per diem or a small annual salary to board members. It seems to me entirely possible that this may become necessary, though there is, of course, the chance that the cure may be worse than the disease.

Assuming this problem solved, the difficulty of enlisting qualified people would still remain. In view of the burden of work and responsibility that board membership may impose, we are forced to ask ourselves whether there is any legitimate inducement to offer to those who can do a really useful job.

It is a pity that Americans have become so cynical about public service. This is due partly to a sort of defeatism that afflicts many of us when we ponder too long the disappointments of democracy; partly to self-indulgence; partly to an overdose of modern psychology. But in any case, I think we have had enough of it. The truth is that we fulfill a basic need of our human nature when we render service to the society of which we are a part. The opportunity of the volunteer on a public board, whose work touches the health and welfare of his fellowmen, is a privilege, and should be so recognized. Only from a decadent point of view can it be seen as a tiresome duty or a pathological symptom. It is an opportunity which should be offered to the wisest among us, an opportunity to fulfill our ideal desires, a privilege for which the fortunate should be thankful—even if they are hard up. The future of our democracy will depend upon the extent to which the fortunate meet such challenges as this.

"The truth is that we fulfill a basic need of our human nature when we render service to the society of which we are a part. The opportunity of the volunteer on a public board whose work touches the health and welfare of his fellow men is a privilege, and should be so recognized."

Adequate Preparation Necessary

No matter how perfectly constituted a citizens' board may be, it will not be able to accomplish very much unless the officials with whom it is associated are adequately prepared to carry their responsibilities. As government becomes more complex, the question of adequate preparation becomes increasingly important. There are few of us today who would agree with Andrew Jackson that "the duties of all public officers are so plain and simple that men of intelligence may readily qualify themselves for their performance."

Whether adequate preparation must mean formal education in social work is another question. I believe that most graduates of schools of social work are of the opinion that there should be neither a legal nor a traditional requirement that the state director of welfare should be a graduate of such a school. If this is their opinion I agree with it. It is true that

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Community Buildings Here and There

COMMUNITY BUILDINGS, large and small, elaborate and simple, are being erected in all parts of the country, many of them as WPA projects and with the aid of federal funds. We report here on a few of these buildings which represent varying types of structures and services.

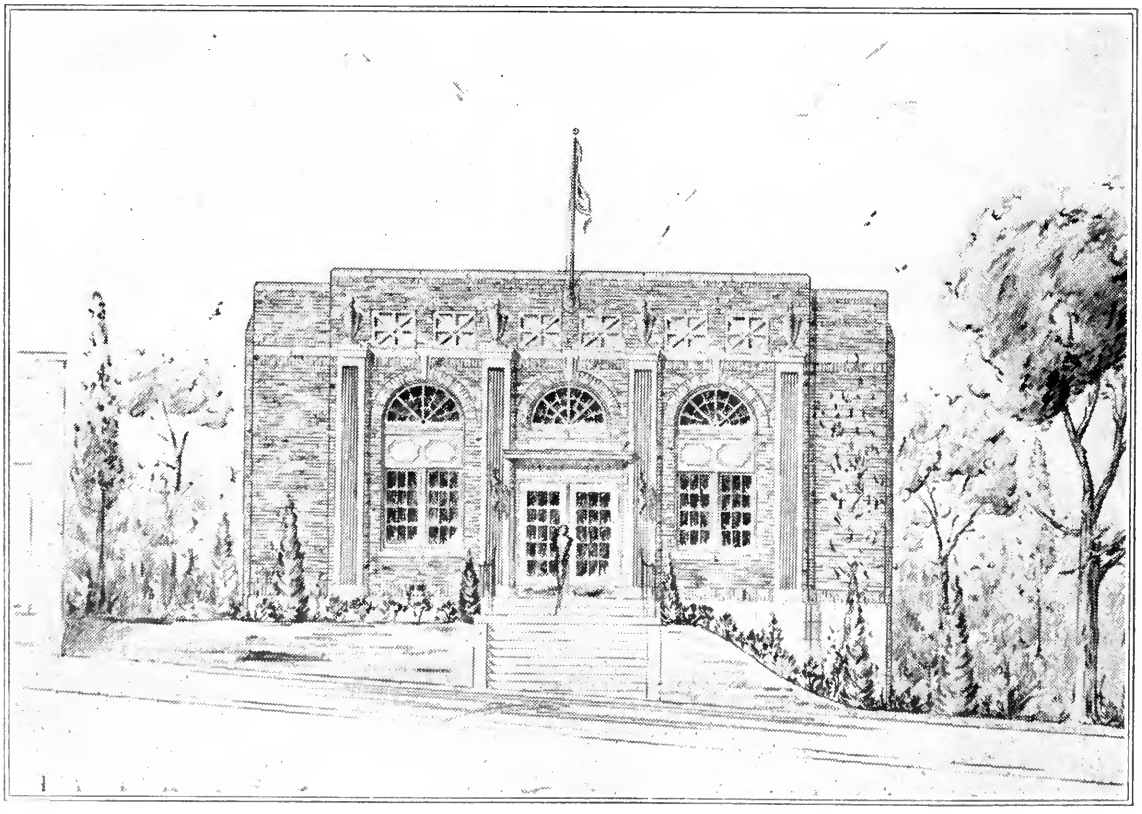
The Ellsworth Community Building

The community building erected by the village of Ellsworth, Wisconsin, in 1933 has already proven too small for the demands made upon it, and plans are being considered for an addition at the rear. The main floor contains a theater with a seating capacity of 300 people. It is equipped with opera chairs and sound apparatus, and moving pictures are presented evenings and Sunday afternoons. The theater is available for use by civic groups during the day. The lower floor contains a village board room, justice court, public library, rest rooms and two bowling alleys. The building is constructed of brick and tile and cost $18,000.

A New Community Center for Ely

Ely, Minnesota, is planning for a community building measuring 116 by 80 feet, with concrete walls, concrete and steel frame and steel sashes. It will consist of two floors and a basement. The basement will provide space for a cafeteria and kitchen, storage, boiler room, band room, band storage, Girl Scout and Boy Scout rooms. The first floor will have a library, American Legion room, a room for the Chamber of Commerce, a lounge, matron's room, shower and dressing rooms, a kitchen, closets and rest rooms. On the second floor there will be an auditorium and stage, storage, supper room and kitchen, lounge and parlors for men and women. The building will be paid for by a WPA grant of $83,600 and a city bond issue of $100,000.

The building at Ellsworth, Wisconsin —a center for activities of all kinds



Courtesy The Municipality, published by Wisconsin League of Municipalities

A Picnic Shelter House

The American City for October 1936 describes a rustic stone and timber roofed combination picnic shelter house which has been completed in the American Legion Park in Red Oak, Iowa.

The building consists of three sections: the one to the north is an enclosed room for dining and camp cooking; the central section is open with a fireplace for cooking and space for parking cars in inclement weather, with a paved driveway accommodating several automobiles, and the section to the south is occupied by toilets for men and women.

The walls of the building are of rock obtained from a nearby quarry. One part of the structure has a rustic wall with points and edges very rough; other walls are smooth, and all the walls of the building are 16 inches in thickness. Rough native timbers cut near Red Oak form the roof units of the building, and shake shingles were used as roofing material.

Reinforced concrete floors of four and five inch thickness are laid in the two enclosed sections, with two inch expansion joints around each edge. The enclosed dining room is 20 by 36 feet, with two stone stoves in the south end of the room. The central section is 27 by 42 feet, and the open fireplace joins the stoves of the enclosed room. The toilet end of the structure is 17 by 20 feet.

The building was financed with $820 furnished by the city of Red Oak; State IERA, $5,825.80; FERA, $2,681.31, amounting to $9,327.11. It is claimed that about $2,000 will still be available when the project is finally completed.

A Rural Community Hall

If it is slow and steady that wins the race, then there is nothing of the hare about the story of the Arena Valley, Idaho, Community Hall, now firmly established and well-equipped. We must go years back into the past for its beginnings, when some thirty or forty homesteaders with a dozen families with children among them struggled to satisfy their common needs. One of the most pressing needs was a school house, but money was as scarce as the proverbial hen's teeth—a canvas of the resources of the neighborhood brought only a meagre $100. Yet a school house there must be. A bachelor donated an acre of land, the business men of Parma, a nearby town, contributed lumber, and as luck would have it the bridge of the Boise river collapsed—but just after the last load had been safely driven across. The raising of the building became a holiday for the men, who quickly put together the crude structure which could boast only walls and roof and floor and a few essential furnishings. The men grubbed sage brush for fuel for the winter months and soon the school was snug and fit for the twenty-four students.

It is always thrilling to hear of facilities for the use of leisure time which have come into being as the result of real community need and through the efforts of community folks themselves. There is a story of this kind in the evolution of the Community Hall in Arena Valley, Idaho, which began years ago.

The women, not content to let the men do all the contributing, organized a women's society, called it a Circle, and set about considering how they could better the community's social as well as material welfare. Of this Circle six are still living in the community and are active members of the group.

The first recorded social event was a Christmas entertainment with a sage brush Christmas tree and a quartet trained by a man who had never had a singing lesson in his life. A whole series of socials and entertainments followed at which a very nominal fee was charged for food or admission so that in time a fund was accumulated with which insurance was paid, the school finished, trees and plants purchased, and later a piano and organ installed.

About 1919 the county took over the school and it was used less and less by the community until it became like the old-fashioned parlor, just for special occasions, not for the everyday social needs of the community. For ten years community interest dwindled and lagged. Gone were the fine team work and neighborhood spirit which the struggle for the school had aroused and which had contributed so much to the happiness of the people. Many wanted a community hall, but it was too large an undertaking at the time.

As early as 1916 a group had formed an association for the purpose of "bettering conditions socially and maintaining a public park." The Association had acquired ten acres of land opposite the school, now enlarged. It was graded and fenced and one corner given over to a baseball diamond. But until the Park Board decided to build a community hall, the park had played little part in community life. Realizing women had contributed a great deal to the community life in the past, the first thing the Board did was to ask

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Flint Marches On!

No more definite answer to the question of using school buildings as community centers can be found than is presented in the success of the winter recreation project in Flint, Michigan, sponsored by the Mott Foundation.

With fifteen school buildings being used in 1936, compared with five in 1935, the attendance has more than doubled and the program of activities has expanded accordingly. Despite the fact that the number of community centers has been tripled, still there is not enough room to take care of the thousands taking advantage of the programs.

Workshops Attract Whole Families

An outstanding example of the unprecedented interest in programs that are bringing fathers, mothers and children back to school buildings at night, is in the woodshop, machine shop and metal shop classes. Designed for boys, these shop classes presented a problem to instructors when fathers, mothers and daughters accompanied the sons to the classes. The leaders were equal to the occasion, however, and now the program finds mother and daughter classes and father and son classes in workshop. So great is the interest in these programs that it has been necessary to divide the classes into two periods—6:30 to 8:00 and 8 to 9:30.

Community Sings and Other Activities

Another new phase of the program is the Flint community sing, a weekly event held each Monday night. Starting with about a hundred in the first night audience, the sing has developed into such community favor that full houses greeted the directors in the third week of the project. In fact, so popular has the community sing become that smaller sings have taken root in several community areas.

Developed on the basis that the programs should be adapted to the particular community instead of trying to adapt the community to the program, the list of activities this winter covers a wide range. In addition to the extensive workshop programs, activities added to the project this winter include the community sing, fly rod and bait casting, pottery, commercial and parliamentary law, social dancing, woodcraft, home nursing, English for foreign people, common sense cooking, Americanization for foreign born, art instruction for elementary grades, band and orchestra instruction, choral work for all ages, common branches of school work, first aid classes and many others, all in answer to requests of those taking part.

Membership cards bearing the slogan "Recreation for Everybody" are issued to everyone taking part. Membership showed a hundred per cent increase over the 1935 program within a few weeks after the 1936 project got under way. With interest increasing each week, the project will surpass the 10,000 mark in membership.

The whole-hearted cooperation of the school board is having much to do with the success of the Flint Plan of

(Continued on page 514)

A young participant in the recreation program so successfully conducted last summer in Flint, Michigan, and which resulted in a material reduction in juvenile delinquency and automobile accidents. The program is being continued this winter, and one of its most important features is the use of school buildings.

Courtesy Flint Journal

Recreation for Colored Citizens in the New Democracy

There are evidences that progress is being made in meeting one of America's pressing problems—better provision for the recreational needs of our colored citizens.

By E. T. ATTWELL
Director, Bureau of Colored Work
National Recreation Association

IN EMPHASIZING the problems of the new frontiers to be faced today, Dr. William J. Carrington in the Kiwanis Magazine suggests that we should be interested in "seeing that *all* children get their fair share of every tax dollar." While they have no voice, no vote, yet "the children of this generation face the frontiers of a hostile social and economic wilderness where lurk more stealthy danger and savage crime than ever tested the fortitude of the early pioneers. . . . Leisure has increased out of all proportion to training for its wise use."

In confronting the needs indicated in Dr. Carrington's statement there can be no doubt but that the colored children are more voiceless and voteless than are children of the majority group. In fact, if welfare, social or recreational movements were to start from the logical point of need, they could well begin their inaugural efforts in neighborhoods where reside the families of the sun kissed; they invariably represent the socially and economically *marginal* group. They are not always the children of careless parents. In their tender years they are subjects for formative activities rather than reform.

A nationally known play leader, in a recent report, repeated the assertion of a student or statesman, probably a philosopher, who reemphasized the fact—"recreation has no meaning in this country, unless it becomes thoroughly democratized." I am inclined to believe the acid test of democracy in public recreation is still and primarily the provision of opportunities for participation of our colored citizens. However, there is no cause for discouragement when we realize that democracy is slower moving than other forms of government.

Progress Has Been Made

In visiting the communities which have approached this recreation frontier in tolerant and considerate spirit, I find not so much a difference in the technical direction of wholesome recreation activities for colored people, as compared to recreation for white people, but merely, and importantly, a difference in the *problems* to be faced in promoting available facilities and leadership. That these problems have been recognized and in many ways adjusted is indicated in the unusual growth of the available centers and playgrounds for colored groups in every section of the United States. The one hundred thirty-nine communities providing special or exclusive facilities, mainly in southern states, plus hundreds of other cities where the adjustments are less difficult but where cooperative or bi-racial uses of recreation centers make playgrounds available, are real testimony of a forward march in democratizing America's recreation movement. Nor has this marching been all rhythm or sounding of feet as of marking time. The communities including consideration of the needs of colored people have increased nearly two hundred per cent in the past decade. Last year (1935) a check-up of recreation buildings discovered eighteen additional centers particularly set apart for use of colored groups, and an increase of forty-nine play areas.

The evolution in terminology applying to play—recreation, leisure time activities and other terms—has kept pace with the expansion or inclusion of various activities. For the colored programs, however, and especially where facilities to house recreation in their neighborhoods exist, the service offered has involved the most generous interpre-

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tation of leisure time provision. Domestic science has crept in under "household hobbies" and physical and health recreation absorbs a medical clinic. Reading rooms approaching a branch library were often the initial provision in a "colored" community center. As a matter of fact such buildings often represent the only available headquarters for all the recreational, social and welfare needs of this group. Even in cities where specific centers for these allied services may function they are often found unattractive or inhospitable.

But, without being statistical, there are at least a hundred communities developed in the past decade where they have as a part of their recreation program some organized recreation unit for colored groups which did not exist before. Where the National Recreation Association field workers have been able to stimulate interest and interpret the needs greater development has been evidenced.

Recreation Buildings Secured

One of the cities which, just a few years ago, I often used as a shining example was Dayton, Ohio, with "a $5,000.00 budget for a colored center increased to $7,318.00." That program today includes the Linden Center, costing about $90,000.00, which represents perhaps the best in construction and utility of any recreation building in its class. Its featured combination auditorium-gymnasium, its glazed tile wainscoting and club rooms with glass partitions are the "last word" in material and plan for such a moderate cost plant. It has an indoor swimming pool and clinic rooms.

"There is something in our American Negro that is so playful, so inherently esthetic, that it is our great loss that in our largest cities the Negro populations are always left to the last in public services." — *E. C. Lindeman.*

But back to the "few-years-ago" budget and its source of support. First, one has to be told that the city municipal authorities and the Community Chest officials in Dayton are friendly and cooperating. This may be due to mutual respect. Whatever it is, it works wonders for a sanely supported program. For example, the Linden Center budget now totals $24,450.00. It provides for recreation, social and a health program and the budget is provided jointly by the municipal departments and the Community Chest. A department of the Linden Center which could be styled an extension department owns and operates one of the best groomed nine-hole golf courses in the state. Both the golf course and the center building, while under colored supervisors and leadership, are still public facilities.

There are buildings in other Negro neighborhoods in many other cities costing more or less than Dayton's center, notably in Detroit, Michigan, where a plant known as the Central Community Center is operating — a building worth nearer a half million dollars. I mention the Dayton Center, however, for its unusual construction and its sane and yet rare combination of source of support. Even its building fund was provided by a city-wide vote of all citizens and out of tax funds for this project *alone*.

Probably the most interesting and unique center building acquired through the service of the Bureau of Colored Work is located at Steubenville, Ohio — it is called the Central Recreation Center. Outdoor swim facilities, a combination assembly hall and gym, and three small club rooms represent a $50,000 value to the colored program which was provided solely by the municipality.

Citizen Support Essential

There seems much confusion in some communities as to whether tax funds should be used for the needs of other than property holders. Their insight into economics has not provoked their thinking to the point where they feel, as some do, that anyone who breathes is likely to pay taxes even if he never owns a downtown skyscraper or business place.

It is refreshing, then, to see that communities increasingly are willing to share public facilities with a minority group. It is also interesting, after fifteen years of continuous travel in all geographical sections, north and south, to note the acceptance of certain fundamental plans for local progress in developing recreation service for colored groups. The four essentials — leadership, program, facilities and support — are as justified as a yard stick for colored work as for white groups. In fact, it is likely that more care is necessary in providing these elements in a colored program than would be true of other groups. But the last named element, support, is a fundamental. Not financial support alone, but that kind of support developed by and through a citizenship interest. This interest is found possible where a recreation department or agency invites the organization of a colored Recreation Council. This

group should emphasize its responsibility not in "solving the race problem" (whatever that may be) but in aiding, in an advisory capacity, the stimulation of participation and guidance of the community recreation program.

The development of an outstanding program particularly designed to reach the Negro is typified by the work in Cincinnati, Ohio. While it represents a favorable field, having a City Manager government, a forward-looking recreation superintendent, a liberal or fair-minded Recreation Commission, all recognize the contribution made by a Citizens Recreation Council in the development of a program which last year reached an attendance total of 404,199 Negroes. The Division operates two, year-round, separate centers located on spacious play fields, a number of school and neighborhood center programs and makes play street activities appear to be as important as vacant lots and playgrounds. To top off this setup, the Negro supervisor of colored work of Cincinnati forms the contact point for the city-citizenship cooperation. So many calls came in for a copy of the Citizen Council Constitution and By-Laws in use that it was necessary to mimeograph them to keep up with the demand.

Cincinnati also includes in its colored work an unusual project called the C. & O. playfield. A center building, moved and reconstructed, has been placed on this field, a large area in the "West End." Activities are directed at meeting neighborhood conditions. But the story of the field and building and their operation is too exciting to try to tell, except as a special recital, in some later issue.

Detroit also developed its great recreation center on the basis of its citizenship interest. It has the most elaborate Recreation Council with standing committees included for the promotion of standard and special recreation activities.

This organizing phase of the colored recreation program is quite in line with the philosophy that "community recreation is more largely the organization of people rather than the offering of a group of activities."

One of the special features in many cities is the development in the Recreation Council of an advisory committee or board. This gives opportunity for inter-racial cooperation. The term *advisory* has grown to mean, for these councils, a bi-racial group of lay leaders in the community.

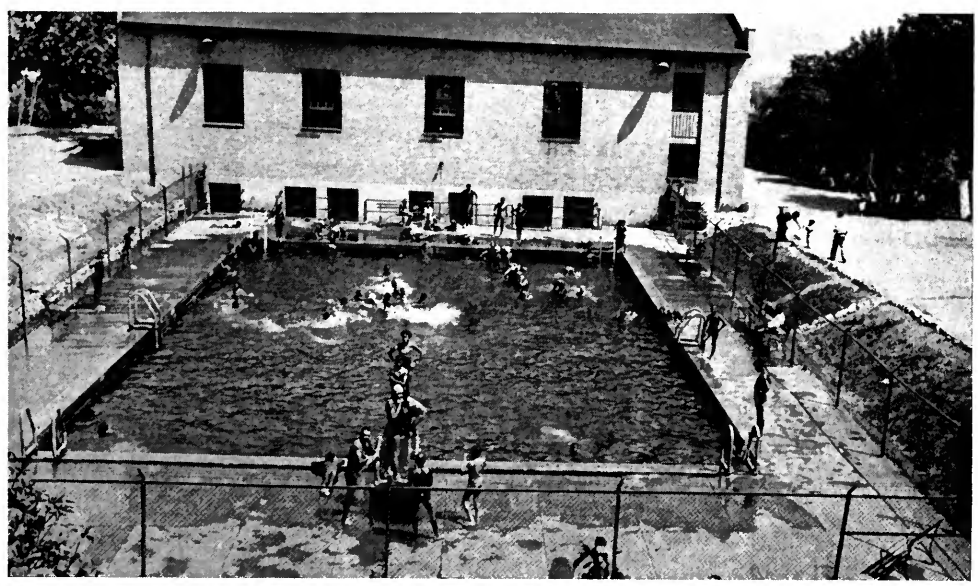
Activities

Several people ask: What special recreation activities can fit the colored group? I have seen no limitations. Even public golf courses are faced with the profound problem of having Negro applicants for service and use of facilities. Golf is becoming as common as football among colored groups.

Members of this group are easily participants in all phases of the present recreation program, not only the physical but the cultural or artistic. They are said, by a lecturer in one of the leading Eastern universities lately, to have contributed some typically American influence to what we have in drama, music and art, except for "skyscrapers."

Yet without opportunity to develop these talents the energy or skill seems to reach less valuable levels. The program in Jacksonville, Florida, has flourished for several years, but they still have

Steubenville takes pride in the recreation center provided for colored citizens from municipal funds



a leader for the development of their rhythm band —a group which *makes its own instruments.* A group there also receives instruction in the technique of the Virginia reel, and enjoys it! Neither the rules for harmonious choral music nor routine of the dance seem "inherited," even for the Negro. Native skill may always be improved by direction.

However, music particularly harmonizes with the racial inclinations of the Negro. He is accepted as the most emotional of all the human groups on earth. Leopold Stokowski, in comparing finer and greater music recently said; "It must be offered humanely, not through the intellectual approach. The intellectual approach that is for mathematics, for chemistry—not for music. Music is *emotional.*" No wonder, then, that as a vehicle for recreation, music is so popular with the group. The Negro chorals in many sections of America, which have been developed or aided by our Bureau of Colored Work, attest to the interest, in that part of our program. In the activities promoted through the Community Center Department of Washington, D. C., the group vocal and instrumental phases are particularly successful.

Federal Emergency programs especially of the past year have finally reached the colored program in frequency and numbers. Perhaps the largest number of job relief or youth aid folks are in the program in Baltimore. Not less than two hundred men and women are assigned to the Negro recreation projects there. Of course Baltimore's colored group outnumber all other cities in the United States, where separate provision in public education and other agencies obtains. The Division of Recreation and the Playground Athletic League, two separate agencies, both have activities inviting the Negro, the former exclusively, the latter as a part of their general program. School buildings furnish the indoor facilities. An annual festival and other "celebrations" at Druid Hill Park on an area or section available to colored groups makes possible many exhibitions of interest, talent and pageantry. The "June Festival" of the past summer was considered as colorful and artistic as any pageant produced under the direction of colored specialists in the Division of Recreation there.

Much of the delinquency and crime and other indications of anti-social reactions charged to the Negro might be minimized if more opportunity for group recreation activities with leadership were provided and in more places. Rural, better housing, and industrial projects, will fall far short of their possible beneficial results until, or unless, the recreation factor is given its place in the general scheme. For so many years the play urge among Negroes has been without encouragement, due to conditions that enforced plowing rather than *invited* playing! In spite of these conditions the Negro made song out of arduous toil and captured the music of the spiritual in an atmosphere of gloom with a cloudy sky lined, to his sight, without silver; yet out of it all he was inspired to see the "chariot of hope" swinging low! So I would say the music program is important to a well-rounded program for him. He still possesses the spirit of play in his work. Mark Twain, if alive, could find new material for work incentives in "clean up weeks" or in witnessing the young folks marching with the tools of cleaning in their playful attitudes.

Among groups drama has a strong appeal. The idea of being somebody else than just plain folk occasionally beckons many in pageantry and drama. The handcraft recreation has attracted the young people in the program at Fort Worth, Texas. Even with limited leadership and facilities the various activities in the program each has its followers. Springfield, Illinois, also produces fine exhibits in handcraft.

Whatever disinclination toward providing physical activities may have gained sway, the showing recently of record breaking Negro youths indicates some possibilities in creditable performance in sports and games.

The social recreation project is of slower acceptance. Leaders and community groups are still pioneering in neighborhood good times. The "swing" orchestra, the commercial dance hall, and now the new menace to America's social welfare, the "Tavern," is taking its toll of Negro youths as it is of white youth. In most communities, for the Negro young men and women its heavy toll is almost inescapable, due to meagre and often total lack of wholesome competing activity. More day camps and outings organized around centers may help inaugurate possible social recreation events until they are in regular demand.

Assistance Is Available

Many communities have not yet learned of the help in developing a program available to colored groups and are unacquainted with the work of the Bureau of Colored Work of the National Recreation Association and with the various plans and

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"Curtain at 8 P. M."

By ALICE DIETZ
Assistant Director of Recreation
Minneapolis Park Board
and
J. KENDALL VAN BOOSKIRK
WPA Supervisor of Dramatics
Minneapolis

"OVERTURE! Overture!" There's excitement in the air. It's a first night and everyone feels the thrill of the occasion. This is the big test for the "WPA Park Board Outdoor Theater" in the city of Minneapolis.

It's a beautiful night. The waters of Lake Harriet reflect the glory of the night and create a magnificent background for the brilliant lights on shore. The gleaming white bandstand has been transformed into a stage, and with its orchesra pit a bower of flowers, and its black velvet curtain topped with artificial silver clouds that form the proscenium arch, it stands out in the night in the brilliant glow of the spotlights as a thing of beauty and enchantment.

Four thousand people "out in front" have felt the happy excitement of opening night. As the overture ceases, there is a surge of conversation that rises to a peak and drops to a hush as the curtains part and a romantic figure in yellow satin blouse, gay sash and white trousers steps onto the front stage into the glow of a spotlight. He is playing an accordion. The lights flash on the brilliantly studded instrument as the strains of a sprightly yet somehow haunting melody are projected out over the audience, through five huge amplifying horns with a power and clarity that sends little electric impulses up and down the spines of the spectators! As the musician reaches the climax of the number, a figure steps through the curtains singing the words of a quaint "Swiss Walking Song" and the audience begins to sway to the surge of its happy rhythm and to hum the tune.

Let's Sing!

"Let's sing!" The cry goes out over the audience, and as the beautiful melody of "Swanee River" touches their hearts, the audience pours forth its soul in the mass rendition of a glorious song. Oblivious to the care, and forgetful of the trials of a hard-fought day, the audience loses itself in the comforting folds of song.

Then there is a new song. It's about Cape Cod fisher-folk, and as we learn the simple words we feel the roll of the deck under our feet. We're singing it now. We must have known it for years. The children want "Shortnin' Bread" so we give them their fill of it and swing away on "A Bicycle Built for Two." But surely our half hour of singing isn't over! Ah,

A WPA troupe of players rehearses for a performance at Camden Park

yes, it is! You see we sang several old songs and a few modern ballads that we forgot to mention.

The Show Is On

And now "the show's the thing." The master of ceremonies tells us that it will be a three act comedy. He says that we are to laugh and have a good time; that we probably won't learn anything; that the play has no particular moral, that it's just a clean, funny show, and that if we laugh, he will be happy. Well, we're willing enough to laugh!

There is a hushed second, then the lights come up and the curtain slowly opens to reveal a beautiful stage. The set is gleaming silver. There are black and crimson drapes of velvet and tasteful furniture. The actor is speaking. We can hear him as clearly as though we were in the same room with him. The show is "ON."

And it is literally true that the "the show is on" in Minneapolis. The picture we have given you is only an example of the thing that took place all over the city last summer. It was not always as ideal as the happy two weeks at Lake Harriet; many parks were not so perfect in natural arrangement. But in every park, from the largest to the smallest, the spirit reflected in the scene at Lake Harriet was present.

How It All Began

In order that we may have a more complete understanding of what this is all about, let us go back to the very beginning of the whole project.

About the fifteenth of January 1936, the Federal Government made possible, through the WPA agency, the hiring of a group of twelve professional actors and a director. Those in charge of the recreational program of the Minneapolis Park Board and its WPA recreational affiliant saw an opportunity to incorporate into their program a dramatic feature that was new and exciting in its potentialities. A dramatic department was immediately set up and the actors went into rehearsal on a three-act comedy.

On the night of January 31st, the dramatic group produced its first play at the Masonic Home for Aged to an audience of 250 delighted old people. There followed a production period of one month during which the group played entirely for the benefit of charitable institutions to an aggregate audience of over 4,300 people in eighteen different agencies.

Among the plays thus far given have been the following: "The Match Maker," "The Singapore Spider," "The Bath Room Door," "Tons of Trouble," "Rats," and "Dixon Family." There have also been amateur auditions.

With the coming of March, the group inaugurated a new production policy. The Park Board made possible the use of park buildings and the troupe covered the city where the buildings were adequate in a series of "one night stands." During this period severe weather conditions somewhat held in check the audience contacts, but the group played to 4,100 people in the month of March and opened the eyes of all concerned to the splendid possibilities of the program.

The Park Board, fully cognizant of the fact that drama was the coming thing in the parks, made possible the construction of many new features of production equipment. We find the group the proud possessors of a splendid new set of portable footlights that were made in sections to facilitate moving them. Floodlights were built that vied with commercial equipment in efficiency and design. A set of attractive screens was constructed. These screens were six and one-half feet in height and three feet wide, and were made in pairs hinged together with a special double hinge that allowed them to swing in either direction, thus making possible the formation of almost any shape set desired. They were made of a good grade of burlap set in a sturdy but light frame. A portable switchbox and sufficient cable were furnished. A sound-effect board was constructed which included auto horns, buzzer and telephone bells.

The group had been rehearsing a new play, and with the new equipment ready they undertook a new production plan which involved playing in the park buildings again. But this time they stayed for two days and put on a matinee and evening performance each day. With better production facilities and a general improvement in weather conditions, we find the theater program taking a bold step forward in the month of April. Attendance figures were doubled as the group played to 8,900 people during the period.

May continued the steady progress of the preceding month, and the attendance grew to 11,358. With the end of the month of May, however, a new problem faced the group. The weather was too warm for comfort indoors. People's interest lay in the out-of-doors; it was decided that the indoor dramatic season should be brought to a close.

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Sixteen Million Books

"Year by year this work goes on. No bands play. No football team crusades for the glory of higher education. But quietly the influence of the Library extends through the City and from the City through the world."

NECESSARY as it is to classify and tabulate, there are things which escape statistics and yet may be a truer gauge of the Library's place in community life. What symbol can describe an old man holding his grandchild on his knee while together they spell out an Andersen tale? In what table does the man belong who writes, "I have been bedridden and in pain for the past year; without library books life would have been unbearable?"

It is possible to determine the percentage of fiction and non-fiction called for, and to divide the latter into precise groups; but no reader thinks of himself as a fraction of a statistic. He is as individual as the young man who, though the house in which he lived and all his possessions were destroyed by fire, brought back the charred remains of a Library book and asked what the fine would be.

Children and the Library

Group them as it may and must, the Library deals with individuals, and it begins with them at the age when words and print first come together. Once the introduction is made, boys and girls come to the Library because they find it fun to be there. They bring their stamp and coin collections, their marionettes and hand puppets, their model airplanes and boats, their woodcarving and clay modelling, for exhibition in the children's rooms of the branch libraries. They are keen critics of the books about their hobbies, and have lively and stimulating discussions about them.

If only they could get the books they want! Interest in reading for its own sake has been keener than ever before, but the book stock for circulation use in the children's rooms is close to the vanishing point. The number of volumes recorded, 323,700, gives no idea of existing conditions. Two-thirds of that number are so worn and filthy that they destroy respect for all books and become a menace to their proper care.

Standard titles, old favorites, formerly duplicated in large numbers, have disappeared from circulation shelves. Thousands of children miss the books they should read while the spontaneous desire to read them is strong. Many of these children have never known their library in a normal state when it was possible to find an "easy book," a fairy tale, a sports book, a book of popular science or an adventure story on the shelves.

It is impossible to supply the books needed to sustain the natural interests aroused by the motion picture, the radio, the playground, and the school. Although 3,404,646, the total number of books circulated from the children's rooms of branch libraries and Extension Division, is still a respectable figure, it is a loss of over one hundred and fifty thousand from 1934.

Boys and girls have reason to claim as their own "Reading for Pleasure," a selected list of old and new titles, classified by subject rather than by age or school grade, briefly annotated and well illustrated, prepared by the Library and widely distributed. They check the titles they have read or want to read, and read the notes with a relish that is reassuring to those who have watched with growing concern the effect of reading for credit.

The list has taken the idea of reading for sheer pleasure to hundreds of children who are deprived by physical disability or distance, of personal visits to the Library. Two copies travel back and forth every week to the Fordham Branch on a laundry wagon driven by a man who, as a boy, was a reader

In a report which bears the title—"Sixteen Million Books," the New York Public Library tells of its services during 1935. It is the story of work done under the almost overwhelming difficulties which libraries have suffered during the depression. Recreation workers will be particularly interested in the extracts from th report presented here, though the entire report may well be read.

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at the Rivington Street Branch. He will not allow his children to miss the pleasure he had in reading because of the distance of their home from a library.

A house-ridden boy on the lower East Side has never seen the Library. His mother carries his copy of the list back and forth to the Hamilton Fish Park Branch with the boy's choices checked. "Adventure," and "The Sea," are the subjects he likes best, but the notes give him clues to many other interests.

Books are not the only things that bring children to the Library. Exhibitions, story hours, club meetings, marionette shows and a host of other activities, in most of which the children themselves have part, keep them coming and serve to stimulate a great variety of reading interests.

Often, too, the Library goes to the children. Especially is this true of the storytellers, who go to schools, social settlements, playgrounds, and other institutions, in addition to conducting the regular story hours in the branch libraries. A typical scene from work outside the Library was that at the Roosevelt Playground where groups of fifty or more children in bathing suits, dripping from the swimming pool, gathered to listen to fairy tales.

Courtesy The Library Journal

The revolving bookcase on "Reading for Recreation" which the Santa Barbara, California, Public Library entered in a recent sports parade at a Chamber of Commerce luncheon.

Adult Education

The Library plays an important part, and is aware of a greater opportunity, in the field of adult education. Almost every branch cooperated with the Adult Education Projects of the Board of Education, and classes met regularly in auditoriums, children's rooms, club rooms and work rooms, almost every day in the week, in art, music, English, foreign languages, drama, playwriting, parent education, lip reading for the deaf, stenography, filing, citizenship. Plays were produced in the Little Theaters in the branches. Drama groups, puppet shows, concerts, discussion groups, have prospered. In two branches, Riverside and Yorkville, experiments were conducted in reading aloud for adults. These will bear watching. Why, the Library asks, should not the theory behind story-telling for children be applicable to adults?

"You see, books contain the thoughts and dreams of men, their hopes and strivings, and all their immortal parts. It's in books that most of us learn how splendidly worth while life is. . . . Books are the immortality of the race, the father of most that is worth while cherishing in our hearts. All that mankind has done, thought, gained or been, it is lying as in magic preservation in the pages of books. They are the chosen possession of men. Books are the food of youth, the delight of old age; the ornaments of prosperity; the refuge and comfort of adversity; a delight at home and no hindrance abroad; companions at night, in traveling, in the country."

Readers

These activities, and the many exhibitions held during the year, were, of course, part of the Library's effort to stimulate and maintain interest in books and reading. Not all of the effort is made in the educational field or to increase the circulation of books of non-fiction. To the man or woman who works hard, either at a job held or for a job wanted, recreation and release may be more necessary than serious reading. The Library has welcomed, and sought to further, the book-interest aroused by the theater and the motion picture. It has found that not only the published play, or the book from which a movie has been made, are in demand, but that the circulation of books related either by subject or author can be noticeably increased.

Picture Collection

The steady growth in the use of the Picture Collection continued. 726,028 pictures, 35,061 more than in 1934, were borrowed for

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A Plea for the Speech Arts in the Recreation Program

If it gives joy to an individual to put colors together and reproduce a sunset, or sounds to make a song, why is it not equally pleasurable to portray thoughts and emotions skillfully by use of words?

By GEORGE BERREMAN
Supervisor of Adult Education
Lane County, Oregon

TO THOSE accustomed to think of recreation solely in terms of physical activities such as swimming, hiking, baseball, and golf, the idea of including the speech arts in such a program will seem strange indeed. No intelligent person questions the re-creative value of sports, but the human animal is more than a physical machine. His recreational needs are many and varied.

Recreation may be defined as "The group of activities and interests which relaxes strained nerves, rids the individual of worry, for the time, rebuilds the physical, mental and spiritual fibers; and enables him to meet life joyously and successfully." We might further define recreation as "A multiple process by which the handicaps of the individual are reduced to the minimum, and his assets are increased and rearranged for effective use." Certainly, skill in some of the speech arts is an asset which brings both joy and usefulness to the one possessing it.

We recognize that the individual born without power of speech is severely handicapped. We do not so readily recognize that a man with normal speech organs who does not know how to use them in expressing his best thoughts and emotions is also handicapped. How can such a person get more pleasure and profit from avocational activities than acquiring skill in self expression?

For convenience let us divide the speech arts into three divisions: Oral speech, dramatics and written speech. This division is open to criticism but forms a working outline.

In suggesting possible topics for class work in a recreation program we must note that any speech study can be made vocational and laborious, or avocational and pleasant, depending upon the way the individuals work. There is a measure of skill and expertness possible to a person who devotes his vocational work to an activity that is seldom possible to an amateur. We are advocating the use of the speech arts as an avocation, hence do not require the heavy labor nor expect the perfection of skill found among professionals.

Oral Speech

Self Expression. One of the most popular classes among adults is that of self-expression. The personnel of this group is made up largely of busy people who as members of church, lodge, social group, school meeting, find difficulty in expressing their opinions effectively. Such persons do not want to make an exhaustive study of public speaking. They want to join a group in which there is opportunity to talk, debate, take part in mock trial, play at political convention or legislature, and thus gain confidence in speaking. These individuals want to be able to give a short after-dinner speech, or take an active part in a church group. Many individuals very rapidly reach these simple goals. Hardly less recreational value is found in the social intercourse, friendly rivalry, exchange of opinions and consciousness of freedom in speaking. No cut and dried program is needed for this group. Readings, skits, short plays, debates, discussion of important questions and display of spontaneous humor will be easily forthcoming once the ice is broken. A light lunch served pot luck style at the close of the class hour will do much to enhance the social value of the class and put the members at ease.

Speech Defects. The effort to cure speech defects, such as stammering, deafness, lisping and

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other serious speech weaknesses is more difficult. Possibly such an effort belongs in the field of education proper rather than in recreation. However, the need is so pathetic in some cases that it hardly seems worth while to quibble over titles when we ought to do something for the man. Such persons must be grouped according to affliction and dealt with very tactfully. They are extremely sensitive. Sometimes such affliction is beyond the power of any but the most skilled specialist to help, but there are many cases in which a little help may do much to relieve the situation. No attempt along this line should be made without careful investigation of the need and the skill available to supply that need.

The Art of Interesting Conversation. Few among us are interesting conversationalists. One talks about himself when we want it quiet so we can talk about ourselves. Another is silent and responds in monosyllables to our best efforts to draw him out; still another harps on one idea until we are almost distracted. Few can find a conversational meeting place with a casual acquaintance. Yet there are a few simple rules which if known and applied will transform many a bore into a pleasant companion. These simple principles can be learned and practiced during the class period. During the week each member can observe and listen in on conversations which he can report to class. This combines theory and practice in a very splendid way.

Debate. A man said to those around him, "The preachers are all hypocrites. They are after the money and easy life." A companion asked, "How many ministers do you know personally?" The man replied, "I know one and he is a rascal." "But my dear man," answered his companion, "there are one hundred thousand ministers in the United States. Assuming that the one is a rascal, do you think that convicts the entire hundred thousand?"

This man was giving a concrete example of the shallow, superficial way in which thousands of people reach their conclusions on political, economic and religious questions. The study and practice of debate gives even the amateur some definite methods and principles by use of which to evaluate the true and false in the propaganda around him. There is nothing the American people need more as citizens than ability to analyze and evaluate the flowing rivers of material which pour out from the press, the platform and the radio. The uninitiated can hardly realize the pleasure derived from ability to select the facts from the assertions and know why one is reliable and the other is not.

Story-Telling. A story-telling club provides an interesting and profitable recreation. Stories can be secured from experience, from literature and from life. It is necessary that stories for use in this club be worth while. Just "swapping yarns," will not meet the purpose of this study. The stories may vary from light adventure to religion, but anything cheap or vulgar must be banned. Individuals should be encouraged to bring original stories to the club.

The Open Forum. The open forum is gaining a place in America both as recreation and as an educational activity. While great skill may be needed to lead a forum with hundreds in attendance, one with moderate ability can conduct a forum discussion with a small group. Since individual self-expression is the chief goal, the small group gives better opportunity for expression of individual opinion than a larger group. Subjects of interest are numerous. One may choose a local question such as, "Should the City of Carlton Build a Swimming Pool?" Subjects of general interest are, "The Economic Situation," "Compulsory Military Training," or "The Liquor Problem." The meeting may be opened by a short speech by some one well informed on the subject, or by either a symposium or panel discussion. Either of these should stir up interest and insure a lively discussion by the members of the audience. The purpose of an open forum is not so much to settle a question, as to induce study and exchange of opinions.

Speech Organization. But few among us are able to organize our thoughts in such a way as to convey them clearly to our fellow men. A study of English Fundamentals including paragraphing, spelling, organization for emphasis and accurate selection of words is sure to interest a group of people in any community. Most individuals attempt to write for publication at some time in life. The fact that most of us do not succeed in crashing the editorial gate does not alter the fact that we are interested in writing and speech organization. Writing for some may be a poem to a lover, a story for the magazine, or an article for the daily paper. With such motivation the study is a pleasure if the student can feel that he is making progress.

America Speaks. America speaks daily through the comics, the movie, through advertising and through the radio story hour. What language is

spoken through these mediums? Why do we laugh and cry with "Orphant Annie" or wait anxiously for the next interplanetary adventure with "Buck Rogers?" A live wire group would find search for the answer interesting.

Reading Clubs. Reading clubs are popular among women. There is much to be gained by extending such organizations to include more of the youth and of men. A wealth of material is easily available ranging from light fiction to philosophy. A reading club gives the member an opportunity carefully to analyze a book or article and present his finds before a group. He thus gains confidence in his own power to speak, and valuable knowledge of selecting, summarizing and evaluating reading materials.

Easy Dramatics for Busy Folks

People enjoy a play, a skit or a burlesque. It is easy to build on this interest in forming an amateur dramatics club as recreation. The individuals constituting the membership of groups of this kind are not interested in the stage as a profession. They are expecting no flattering offers from Hollywood. They want the pleasure and poise to be acquired through taking part in, preparing and presenting an amateur play. Plays chosen for this group should be simple and brief, involving not more than four to six characters. Any production involving a considerable number of characters will cause great difficulty in securing attendance at rehearsals regularly enough to do good work. Several plays using four characters will be better than one play with a dozen characters.

Impersonation. A study group in impersonation is easier to lead than one in drama. There is less of stage setting, simpler costumes, little problem of lighting and equipment. Subjects for impersonation are all about us. We can use our neighbors, our officials, race characterization, or members of the legislature. Such study will develop our powers of observation and understanding of people.

Study of Costume and Make-up. No individual entirely escapes the necessity of using make-up in his daily life. None of us are willing to be seen exactly as we are. We strive to hide our imperfections and enhance our charms. Women use powder, lipstick, rouge, corsets and perfume. Men wear clothes chosen and tailored to make them look younger, or older, fatter or leaner, as the case may be. We might mention hair dyes, wigs, stretching machines for short people, face lifting and so on *ad finitum*. We try to present ourselves to the world of folks, not as we are but as we would like to be. How badly we succeed in our use of make-up may be readily learned by watching the people who pass a given street corner. We see colors that clash, garments which accentuate the defects of the individual instead of disguise it, and lack of taste in the use of make-up everywhere in evidence. Some qualified person could provide a jolly time and help these people to really profit by use of make-up!

Stage Setting, Balance and Lighting. Many persons have opportunity to coach simple plays and pageants in the Sunday School, the lodge and various other social organizations. The study intended for this course gives each member of the group in turn a chance to act as stage manager, lighting foreman, coach of actors and property man in the production of a play. Aside from the coaching experience there is much in the way of color harmonies, fittingness of furniture and arrangement which can be used in home decoration.

Pageants. The pageant is very popular. There are historical pageants and religious pageants. Some, such as "The Wayfarer," given by the City of Seattle, and "Covered Wagon Days," produced by Eugene, Oregon, are very elaborate. Others are very simple. Many valuable ideas of color, costume, impersonation and cooperation are to be gained in such study.

Written Speech

This is a very tempting field, but in all probability it should be left to a specialist in English to outline. However, the short story, amateur journalism, letter writing, diaries, poetry, articles, autobiographies, browsing through current authors, political platforms vs. presidential messages and the best sermons of fifty years ago vs. those of our day offer very tempting territory.

Conclusion

In any community the work attempted must be measured by the ability of the teachers available and by the needs and desires of the community. The best policy will probably be to list carefully possible teachers, together with a list of the subjects they can teach, and check this list with community needs. Following this, the attempt should be made to fill in the missing places in the pro-

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A Parent Teacher Council Finds the Way

By GERTRUDE E. FLYTE

A city of 35,000 people mobilizes its forces and a community recreation program is the result. And it was all started by a small group of mothers who, on the night of a blizzard, began to plan for a summer playground program! The vice-president of the South Dakota Congress of Parents and Teachers tells the story of cooperative effort.

ON A COLD winter night last January when a blizzard threatened and buses had stopped running because of impassable snow drifts, a small group of mothers from the Sioux Falls, South Dakota Parent Teacher Council appeared before the Board of Education and asked their approval and support in promoting a summer playground program for their city. The Board received them courteously and assured them of their support. With this encouragement the women began to plan constructively and to enlist the cooperation of other recreational agencies.

Sioux Falls is a city of approximately 35,000 people. It is located on the banks of the winding Sioux River and is one of Nature's beauty spots. Its beautiful parks are enjoyed by thousands and various recreational opportunities are provided. Sioux Falls does not have a recreation commission. Therefore in initiating the summer playground program the little group of Parent Teacher promotors sought help from the logical agencies interested in recreation and were successful in securing sponsorship and financial aid.

The Ground Work Is Laid

The Board of Education pledged the use of the fourteen schools in the city which included the gymnasium as well as the playground and equipment and some handcraft materials. The Park Board gave permission to use the parks and swimming pools and a limited equipment. The City Commission paid the salary of the city playground director, a young woman of unusual training and ability.

That was a fine start but much needed to be done yet. The biggest problem of all was yet to be met. That was the securing of leadership for the playgrounds. The committee's next contacts were with the District WPA office which set up a project through the Professional Division providing for the salaries of thirty-five leaders.

And finally the problem of funds to carry such a big program had to be solved. Again the Parent Teacher Council led the way and arranged a big money-making project which took the form of an amateur show. They cleared approximately $200 toward the recreation fund. Then through a public meeting of representative citizens, through personal letters followed by personal contacts, they solicited contributions from some thirty organizations and clubs of the city. Like manna from heaven the checks came in and the program was assured.

Then came the task of carefully selecting the playground leaders and administrative personnel. After the selection came a period of intensive training. The training course included personal interview, supervised reading, district, county, and local recreation institutes as well as observation periods. At all times during the training process an attempt was made to impress the leaders with the importance of the job and the opportunities afforded for private employment when times returned to normalcy. The young people were eager to learn, enthusiastic and ambitious, quick to adapt themselves to new situations and to acquire new skills.

The Program Goes Into Effect

Finally the eighth of June came and the workers were placed on the fourteen school grounds and at two community centers and the summer playground program was begun. Careful planning of weekly and daily programs, close supervision by the city supervisor and the project superintendent, and generous publicity in the daily press, helped to hold the interest of the children and the public. The program was well balanced and rich in activity content. Tournaments, picnics, hikes, active and quiet games, music, dramatics,

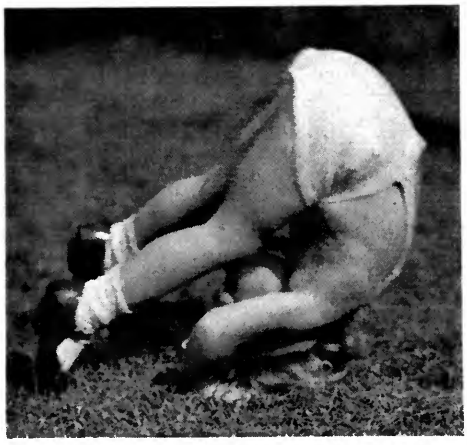

Photo by H. D. Barlow, Ridgewood, N. J.

All ages benefited by the program—from the children of preschool age

puppetry, handcraft, folk dancing, parades, story hour, sandcraft, treasure hunts and play days provided happy, healthful hours during a long, hot summer. All ages benefited, from the pre-school tots in the story hour to the fathers, mothers, and grandparents who came out to the community sings in the parks. A crowd of 12,000 people dotted the terraces at beautiful Terrace Park for the last community sing on August 30th. From beginning to end the program was a successful demonstration of community cooperation in developing worthwhile leisure time activities.

Recreation Council Helps

All during the summer, as the program advanced, members of the Recreation Council came together for conference and advice. They sponsored special activities, helped in a financial way, aided in publicizing the program and their advice was of assistance in avoiding duplication of existing recreational programs. The aid given by this Council composed of representative lay citizens cannot be over-emphasized.

Other Federal Help Received

In addition to the leadership furnished through WPA and NYA the recreation project benefiited by carpenters who made game boxes, sand boxes, beanboards, stage sets, looms and cabinets. Women in the sewing units of the community centers made game kits, playground balls, bases, bean bags, portfolios for the leaders, and costumes for plays and pageants. Clerical help was furnished to the city director so that outlines, directions, rules, bulletins, and song sheets were available to the leaders at all times. Older women were assigned to the project as matrons. They safeguarded the health of the children and served as custodians of supplies. They assisted in the sewing and handcraft classes.

Playground Review Is Final Event

The culminating activity of the Sioux Falls playground program was an exhibit of articles made in the handcraft and hobby clubs together with a stage performance which took the form of a playground review. Three hundred and fifty

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To the older boys and girls and adults to whom music activities made a wide appeal

Courtesy WPA, Washington, D. C.

Yosemite's Junior Nature School

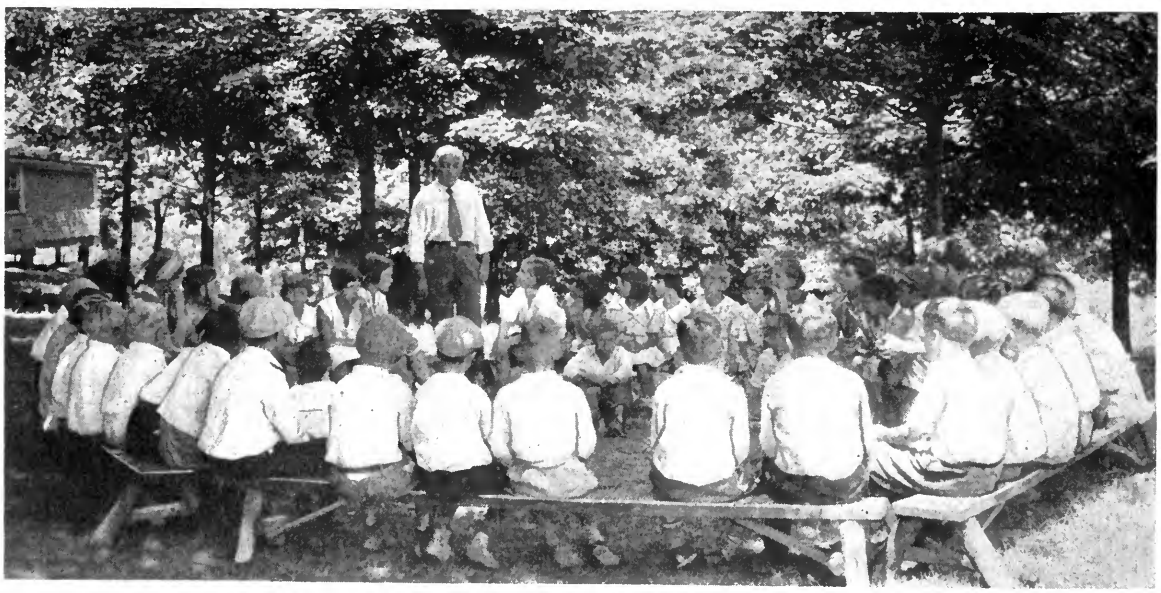
By REYNOLD E. CARLSON
National Recreation Association

UNUSUAL in its complete devotion to nature activities with children is the Yosemite Junior Nature School in Yosemite National Park, California, the only organization of its kind sponsored by the National Park Service. For over fifteen years the Park Service, through its naturalist division, has been concerned with educating the public to an understanding and appreciation of the superlative beauties of the parks. The interest of children in the program of nature walks, hikes, museums, and lectures in Yosemite valley finally led to a specific program adapted to children. This program has grown year by year until now approximately four hundred children each summer take advantage of the opportunities of the Yosemite Junior Nature School. These are largely children of visitors who come to the park for stays ranging from a few days to one month.

The primary aim of the school has always been to develop an appreciation of our natural heritage of the out-of-doors and an enthusiasm for its conservation. In their attempt to teach boys and girls to "read the trailside like an open book," the leaders of the school have considered the development of wholesome interests and attitudes more valuable than the mere acquisition of knowledge. Similarly, the understanding of universal principles has been deemed more important than the ability to identify by name different species of plants and animals.

That this program should have arisen in Yosemite rather than in some other national park is explained partially by the fact that visitors to Yosemite are concentrated in a small area and as a rule stay longer than do visitors to other parks, with the result that children can gather easily and have time for the activities.

The setting for the program is almost ideal. Yosemite valley offers superb opportunities for the study of animals in their native setting, forests untouched by the timber man, plants unspoiled by domestic grazing, geological wonders that clearly reveal the story of mighty earth forces, and regions still fresh with the stories of Indians and the gold-seekers of '49. The availability of a well-equipped museum, local in character, where real Indians practice primitive arts in a demonstration Indian village, where live reptiles may be seen, where habitat



There are city parks, too, in which children are given Nature instruction. At Oglebay Park, Wheeling, W. Va., they receive training in Nature lore.

groups of mounted birds and animals may be studied, where models, collections, and historical exhibits make clear Yosemite's story, adds immeasurably to the development of interest. Such a setting and such facilities cannot fail to arouse enthusiasm.

The Curriculum of the School

Perhaps the school should not be called a school, for it embraces none of the compulsory or cut-and-dried programs that are so often associated with the term. It might better be termed simply an outdoor nature experience for children.

A ranger-naturalist is in charge of the school, assisted by volunteer leaders. Five days a week through the six weeks of the school each summer, children between the ages of six and eleven appear at nine o'clock in the junior museum room of the Yosemite Museum. Here the newcomers register and the roll is checked. Five days' attendance gives a small membership pin to each child. The youngest children meet separately for a simple program of nature walks, games, handicraft activities and stories. For the children over seven, a presentation of the general subject under consideration for the day, always with illustrative material, is first given. This introductory presentation may deal with trees, birds, flowers, animals, geology or Indians, and may consist of the examination of tree rings on a redwood cross-section, the discussion of the differences in feet, bills, and feathers of birds, an analysis of the function of flowers in reproduction, studies of animal skeletons and skins, etc. Occasionally the park naturalist gives skilled imitations of bird songs. The presentation is intended to stimulate interest in the field trip which follows and which is the heart of the program.

The particular subject for the day is stressed on the field trip, but the naturalist must be an opportunist alert to capitalize on any interesting things which may appear. While identification occupies a part of the time, every effort is made to develop the understanding of basic principles rather than memorizing of names. Characteristics of plants are brought out, but their relationship to each other, to insects, to animals, and to man is also emphasized. Children are encouraged to use not only their eyes but their ears, their sense of touch, and, warily, their sense of taste in the out-of-doors. The principle of conservation with all its implications for nature study comes in for its full share of discussion. The naturalist in charge encourages the children to express themselves and to ask questions freely, and children who have been in attendance for a long period of time are given opportunity to pass on their knowledge to newcomers. Games such as "I Spy" and "Tree Tag" help enliven interest.

Nature Explorations

The nature trails followed by the group start and end at the museum. The younger groups finish their programs shortly after ten o'clock. The children from twelve to eighteen have meanwhile been gathering in the museum, and the naturalist now meets with this second group. Here again the same procedure of taking roll, making announcements, and giving a short general presentation of the subject for the day is followed. It is now possible, however, to go much more deeply into interrelationships of different forms of life, adaptation to environment and life histories. The museum specimens are used solely to make possible observation of materials not easily observed by beginners in the field. Following the presentation in the museum the second nature walk begins. The walk, usually about a mile in length, is ended before twelve o'clock.

As a variation from the nature walk the auto caravan has developed. About once a week, with the aid of the Yosemite Parent Teachers' Association and other parents with cars, the groups are taken to interesting points beyond walking distance from the museum. Visits to the bear feeding pits, to the Indian caves, to the "bird man" and to the fish hatchery are typical. At each place the children are given an opportunity to observe and explanations are made by the naturalist.

One of the difficulties that has presented itself to the director of the school has been that of providing for newcomers and transients as well as for children making several weeks' stay in the park and those returning from previous years. As far as possible repetition is avoided for the sake of the latter group, and each day is planned as a complete unit for the sake of the former. On the field trips every effort is made to provide the very elementary materials as well as to give opportunity for expression by the more advanced students. In spite of these devices there has continued a demand for more advanced materials for the "old-timers" in the program. This demand has led to the development of a leaders' corps and a testing program.

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The Testing Program

For those who wish to take some concrete evidence of accomplishment away with them two test cards have been prepared, one for the junior group and one for the senior group. At no time is the testing program urged upon the children, although many children planning reasonably long stays in the park express the desire to complete the tests. Care is taken lest test-passing should be considered an end in itself. The junior test card contains eighteen items that must be completed in order to make the student eligible to receive a certificate of completion. These items cover a variety of subjects, such as the life history of a bear, the formation of Yosemite valley, and the food of the Yosemite Indian. After each item on the card is a space for the signature of the person to whom the item is passed. For the older children the test items are more difficult and more numerous. Such problems as the following are included: "Tell the methods of fish culture used in the hatchery," "Demonstrate ability to read the history of a tree by means of tree rings," and "Tell the principal values of forests." Both tests contain certain questions of identification of plants and animals.

"I should wish my children to be sensitive to all those aspects of earth and sky that can move the soul with loveliness or sublimity. . . . Certainly I should like them to be at home with Nature's infinite variety; to love not merely her verdure and blossoming but her mystic mists and yellow decay. . . I think I should have a course in Nature running pleasantly through my children's years, and ranging from a recognition of the Pleiades to the art of making a garden grow."—*Will Durant* in *The Saturday Evening Post.*

Developing Junior Leadership

A leaders' corps, open to children over thirteen years of age, has come into being for two reasons: to provide activities for the older members of the school and to secure help in the handling of the growing numbers of children in attendance. Many of the games, treasure hunts and stories are planned by these junior leaders, and the testing program could not be carried out at all without their abundant assistance in test passing.

Eligibility for membership in the leaders' corps is based upon the completion of a course of training with certain specific requirements based on knowledge of the natural history of Yosemite valley. The would-be leaders meet frequently for afternoons of field training or all-day hikes with the naturalist. To win the leader's badge each applicant must demonstrate to the rest of the group the ability to interpret the major natural features of the trailside. Practice in group leadership in the field, leading of nature games, telling of nature stories, writing of nature observations and giving of a nature talk at an evening camp fire are all part of the requirements. Every effort is made to insure real leadership training and the development of an attitude of appreciation for nature on the part of the leaders. Several who have taken this training have expressed an intention of adopting a scientific field as a career.

Some of the junior leaders go on with further study to receive "mastery awards" in specific natural science fields, such as zoology or botany. Although sound scientific knowledge is demanded, certain very unacademic procedures are followed, as in the case of one junior leader who, as part of his zoology test, followed a bear for an entire day, taking notes on his behavior. He encountered considerable difficulty in following his bear through the dense pine groves until, in his own words, "I started playing bear, too. I got down and crawled along after him."

Twice each summer the "Yosemite Junior Nature Notes," written by members of the school and edited by the Junior leaders, is published in mimeographed form. The better articles are republished in printed form in the "Yosemite Nature Notes," a monthly publication of the Yosemite Natural History Association.

Children are encouraged to bring objects of interest to the museum. The older children make collections and mount specimens of insects, flowers, tree foliage, minerals, and the like for display in the junior museum room in which all the displays are child-made.

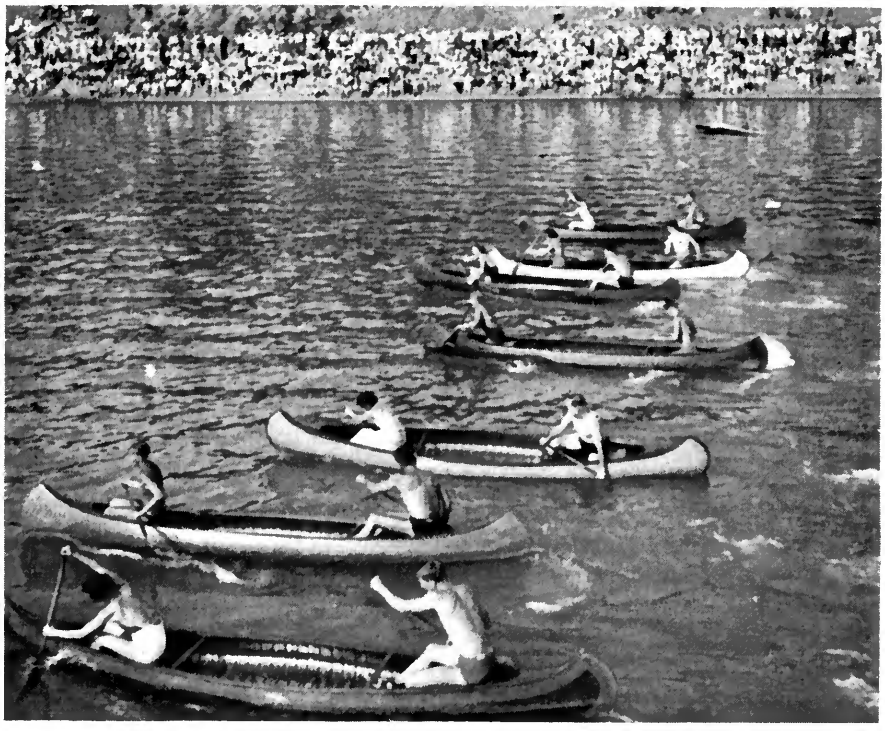
Through this children's program the Park Service begins early to develop a sympathy with living things and a desire for the conservation of natural resources. The fruits of the program will be in evidence when the gospel of the out-of-doors is carried by the children back to their own communities. Love of nature's creatures, acquaintance with the physical world, and desire to pass on unsquandered to future generations the outdoor heritage of America will lead to fuller living on the part of many young Americans.

"The child touches life at every point. The wholeness of living ideal and the way science reveals it create increasing wonder and the urge to understand the great symphony of life."

—*Lucy Gage.*

Harrisburg Revives the Kipona

"Kipona" comes from the Indian dialect and means "Sparkling Water." Tradition has it that the Indians who lived in the section when Harris settled there, gave the name to that portion of the river where the waters rippled over the rocks, forming the fork where the pioneer established his ferry.



By ROBERT C. PELTON
Supervisor of Recreation
Harrisburg, Pa.

ON MAY 17, 1936, a group of people interested in water sports met at the Reist Boat House in Harrisburg, Pennsylvania, to discuss the possibility of reviving the famous Kipona. An executive committee of nine members was organized. Biweekly meetings were held with additional members joining the organization. Eventually the following officers were elected to carry out plans for the Kipona: a general chairman and assistant; director of finance and assistant; director of floats and flats, and assistant; chairman of program committee; director of publicity and assistant; chairman of water program with three assistants; chairman of boat parade committee and assistant, and chairman of canoe and float decorating committee.

As a result of the work done over a three months' period, final plans were completed for the Kipona celebration to be held on Labor Day, September 7th. The program, which was sponsored by the merchants and the Park Department of Harrisburg, was dedicated to "the athletes of Harrisburg, past and present, dead and living, who have with the spirit of true American sportmanship spread the fame of Harrisburg as a sports and recreation center throughout the nation."

The Kipona, the first of the water classics to be presented in Harrisburg in fifteen years, attracted to the steps and River Park what officials believed was the largest crowd ever assembled along the water front. There were approximately 20,000 present in the afternoon and 45,000 at the evening festivities. As a result, Harrisburg faced its heaviest traffic problem in the history of the city. More than sixty policemen on foot directed the traffic downtown during the afternoon and evening, while squads of motorcycle police traveled the streets to keep the traffic moving.

The Program

There were 350 entries for the thirty-two listed events. The participants arrived in droves at the beginning of the Kipona which opened with a race for the sail canoes. Thrilling indeed were

(Continued on page 517)

Softball—the Game for All

By ARTHUR T. NOREN
Secretary
Joint Rules Committee on Softball

ALMOST amazing development in the realm of sports and athletics has been the increase in popularity of the game of softball. Sport writers refer to the national scope of the games of football, baseball and basketball and produce figures to justify their claims. Based on spectator popularity, there is no doubt that these sports attained an important place in the hearts of the American fan. Considered, however, from the point of view of player or participant popularity, the claim is made here that softball in 1936 led the parade of sports.

This team game, which is based on the fundamental skills and techniques of baseball but with sufficient modifications of the playing rules to make it a distinctly different game, is being played in every village, town and city across the continent. While Minnesota, Florida, Texas and New Jersey have progressed further than most states in the development of this sport, there is hardly a section of the country where it is not now being played.

A game that can be played by children and women, it is so flexible that it has challenged the interest and skill of the finest athletes. It has attracted baseball players to it because of certain factors that have made it a more interesting game than baseball, from which it had its origin. Industries, churches, schools and colleges play it in intramural leagues. Public recreation departments have enrolled thousands of young men who play it after working hours.

The finest teams are able to test their competitive abilities through the sectional, state and national tournaments conducted by the Amateur Softball Association. National competition such as hardly any other team sport receives has been developed for this game. The Eastman Kodak Company of Rochester, New York, who were declared the National Amateur Champions, can justly claim this recognition because they were the final winners of scores of teams who had won state honors throughout the United States, and were the representative of thousands of teams who had been eliminated in earlier league and tournament play, and who competed in the national tournament held in Chicago last September.

For the past ten years the game has been handicapped by lack of uniformity in name, standardization of equipment and interpretation of rules. The Joint Rules Committee of Softball, with representatives of the major groups who have been interested in developing this game, have been primarily responsible for securing practically unanimous acceptance of the single code of rules which are now published and distributed throughout the United States.

A Few Changes in Rules

The Joint Rules Committee has just met and considered the rules for the year 1937. Through observation reports from questionnaires and study of certain rules, the committee has decided that the official rules for 1936 will be continued in force for 1937, clarified as to wording and interpretation, but substantially the same except for the following changes:

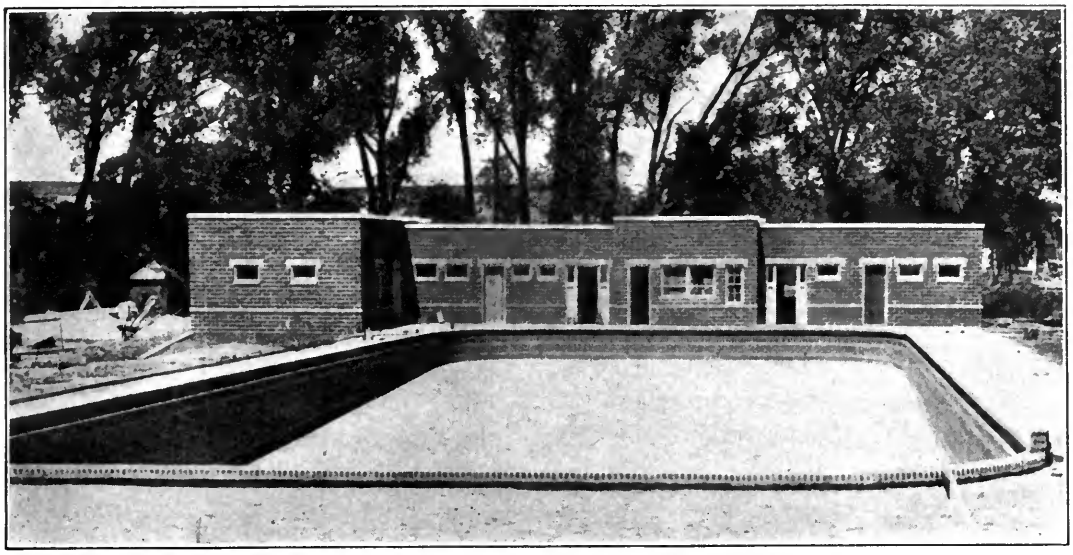
(*a*) Preliminary to pitching, the pitcher should come to a full stop facing the batsman with both feet squarely on the ground, and in contact with the pitcher's plate. The ball shall be held in both hands in front of the body.

(*b*) In the act of delivering the ball to the batsman, he must keep one foot in contact with the pitcher's plate, until the ball has left his hand, and shall not take more than one step which must be forward and toward the batter.

(*c*) A legal delivery shall be a ball which is delivered to the batter underhand. The

(Continued on page 518)

In 1927 the National Recreation Association appointed the Playground Baseball Committee. In 1933 the committee was enlarged to include representatives of a number of national organizations and was called the Joint Rules Committee on Softball. In 1934 more organizations were invited to appoint representatives. One of the most important steps taken has been the securing of the publication of one set of rules. Principal sports equipment manufacturers have agreed that any rules published would be in accord with official rules issued by the committee.



Courtesy Minnesota Municipalities

WORLD AT PLAY

Springfield, Minnesota, Has a Swimming Pool

ON August 1st, the city of Springfield, Minnesota, placed in operation an outdoor swimming pool constructed as a WPA project. The federal government furnished labor at a cost of $12,462.11 and the sponsor paid $10,536.64, contributed by the city and private donors. As described by the Minnesota Municipalities, the pool has an inside length of 120 feet and is 50 feet wide. The depth varies from 2 feet 6 inches to 9 feet 6 inches. It is equipped with runways around the outside edge, a scum gutter, discharge outlets and suction drains. It has a maximum loading capacity of 220 people.

The bath house, constructed at one end of the pool, is 86 feet 8½ inches long and 22 feet 7 inches wide and has a 7 foot 10 inch ceiling height. It contains a lobby, counter and towel room, and separate dressing rooms on either side for men and women. The dressing room divisions are completely equipped with dressing compartments, lockers, showers and toilets.

A Camera Club for Union County, N. J.

THERE are thirty chartered members of the camera club organized in September under the auspices of the Union County, New Jersey, Park Commission. Membership in the club is open to any resident of Union County over sixteen years of age. Membership dues have been set at one dollar a year. It is planned to arrange a lecture series for beginners and another for advanced amateurs.

Thomas Walsh Memorial Athletic Field

TWO RIVERS, Wisconsin, has a memorial field adjoining two of its parks which is designed to accommodate the audiences which gather for many of the activities held in both the parks. With the help of CWA the field has been equipped with concrete bleachers with a seating capacity of 2,500. The cost of the project was $57,000, $12,000 of which was spent for materials. The contribution of the local municipality was approximately $7,500. The field provides an area large enough to accommodate almost any type of demonstration and is used for outdoor church services, drill exhibitions, political rallies, plays and athletic events. A baseball field is included in the area. The field will furnish the setting for the centennial pageant to be held this summer.

Community Centers in Elizabeth

THE report of the Board of Recreation Commissioners of Elizabeth, New Jersey, for the year ending December 31, 1935, tells

of the four centers maintained by the Commission over which it has complete jurisdiction. These include the Downtown Community Center, a rehabilitated church building which provides boys' club activities; the first street center used entirely for the recreational activities of the colored group of the neighborhood; the Council Neighborhood Center, a project operated in cooperation with the Council of Jewish Women which provides a neighborhood meeting place for boys and girls in a congested section, and the Girls' Recreation Center which occupies a store building. More than 1,500 young people are members of these centers.

In addition, the Commission during 1935 conducted activities in five different schools for a total of fifteen nights per week. The activities included basketball leagues, gymnasium classes for men and women, dancing classes, choral and dramatic groups, a band, an orchestra, golf instruction, social dances, social clubs, Badminton, and fencing.

Nature Bibliography Available—In the April 1935 issue of RECREATION there appeared a review of "Nature Education: A Selected Bibliography," by William Gould Vinal. At that time it was suggested that copies could be secured through the School of Education, Western Reserve University. Dr. Vinal's bibliography is now obtainable through the Curriculum Laboratory of Ohio State University, Columbus, Ohio. In ordering it mention should be made of the fact that a special rate of 50 cents has been made by Dr. Vinal; otherwise the cost will be 75 cents plus postage.

A Museum and Music—The Buffalo Museum of Science has done it again! Added to its many and varied educational and recreational services, including for several years weekly sessions in music appreciation for children, there is now a symphony orchestra especially for graduate amateurs of the high school orchestras. Fifty-five players it has, including a very few who are still high school students and a few who are not graduates of the high school orchestras. The conductor, the Reverend Theophile Wendt, is a mature master of his art who in his long career has led fine professional symphony orchestras in various parts of the world. He is a member of the Museum staff, giving lectures on music as well as conducting the orchestra. Moreover, the Museum has been given not only the Carnegie Music Set with its Capehart Radio Phonograph, an enormous library of records of the best music, and a hundred books on music, all of which are available to the public during certain hours, but it has also been given a very large and splendidly chosen library of orchestral music with scores and complete numbers of parts for a symphony orchestra. This music can be borrowed by any orchestra in Buffalo or nearby cities on deposit of fifty dollars. The interest and beneficence of Mr. Chauncey Hamlin, Director of the Museum, account largely for these fine developments.

Play Centers in Philadelphia—The Bureau of Recreation, Department of Public Welfare, Philadelphia, Pennsylvania, in issuing its report for 1935, stated that the total attendance at the 40 recreation centers and 36 swimming pools was 10,351,818 during 1935. This is an increase of 481,311 over 1934. The attendance since 1912 has increased almost 800 per cent.

So This Is Boondoggling?—Under this title, the *Cincinnati, Ohio, Post* for October 20, 1936, reports on an eighteen hole golf course and a vast lake for boating and fishing which will be ready next spring at Sharon Woods. The works program being conducted by WPA will increase recreational facilities for 400,000 picnickers in the area. Water from three streams will back up against a dam built by WPA to form a thirty acre lake to be used for recreational purposes. The dam will serve the additional purpose of stopping soil erosion in lower portions of the park. The golf course, now being seeded, will have a club house reconstructed from an 85 year old farmhouse. The building crowns a beautiful hilltop, affording a view of three counties. Two other ancient farmhouses have been reconstructed, one as a home for the captain of the park police, the second, for the custodian. A third building to be used as maintenance headquarters was constructed from salvaged material from demolished barns.

It is estimated that on some days 15,000 people come to Sharon Woods which is a county park north of Sharonville. This number will increase as WPA completes additional recreational facilities.

The Twelfth Seminar in Mexico—The seminar to be held next July in Mexico will be led by a distinguished group of authorities on Pan American affairs. As part of the seminar the first festival of Pan American chamber music will be held,

sponsored by Elizabeth Sprague Coolidge and directed by Carlos Chavez. In addition, the committee will conduct in January and February a two weeks' seminar in Guatemala with a program organized along the lines of the seminar in Mexico. The committee also announces for February a midwinter institute in Mexico with a program of lectures, round tables and field trips. Further information may be secured from Hubert Herring, Director, the Committee on Cultural Relations with Latin America, 289 Fourth Avenue, New York City.

At Lakewood, Ohio—The Lakewood, Ohio, Recreation Department last summer conducted its summer playground program for little children on a play center basis. Over a six weeks' period for three hours on each of five mornings a week in ten schools activities were carried on for children from four years of age through the fourth grade. Enrollments were taken at the end of the school term, and the play school was in most instances conducted by a teacher from the particular building in which the school was held. The schedule included crafts, story hours, dramatics, singing, dancing, games and a free play period. There were 1,500 enrolled and an average attendance of 1,100.

A List of Available Ski Films—The Western Massachusetts Winter Sports Council has issued a list of available ski films prepared by Lawrence E. Briggs, Massachusetts State College, Amherst, Massachusetts. The statement gives the subject of each film, its owner with address, and the conditions under which the films are available. Further information may be secured from the Western Massachusetts Winter Sports Council at Massachusetts State College.

A New Playground for Quebec—The English speaking children of Quebec, Canada, will be provided with a new playground as the result of the efforts of the Quebec Playgrounds Committee, the City Council and the Militia Department. The site on which the playground will be located is considered an ideal one. Developments will proceed rapidly under the park embellishment plan for which the provincial and dominion governments recently voted the sum of $100,000.

Hiking Units in Detroit—Under the auspices of the *Detroit, Michigan, News,* hiking units are being developed for organized hikes on Sundays. Fourteen units took part in the first hike for which more than 1,000 people registered. Volunteer leaders were in charge of the group. The leaders who are being used for the hikes are trained botanists, biologists, mineralogists and astronomers, and all are familiar with one phase or another of nature study.

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In Memory of Charles B. Stover—In honor of Charles B. Stover, the New York City Park Commissioner under Mayor Gaynor and a pioneer playground worker, a stone bench at Central Park was dedicated last August. The bench, of heavy granite, crests the knoll of the Shakespeare Garden. It is said to have been Mr. Stover's favorite seat in the park. "It is only fitting," said Mayor La Guardia, "that we pay our respects to a man who unselfishly devoted himself to the betterment of our city. Citizens such as he are unfortunately very rare." Park Commissioner Robert Moses praised Mr. Stover for the obstacles which he overcame in establishing park playgrounds and cited the city's need for continued playground development. Dr. John H. Finley, in recalling the career of Mr. Stover, said he left a pitifully small personal estate when he died in 1929. "However," he said, "He left an invaluable estate to the children of this city."

Community Centers in Sioux City

(Continued from page 478)

under leadership. In the evenings a program is conducted from 7:15 to 9:30 for the men and women of the community. All activities are being carried on in three large basement rooms, the

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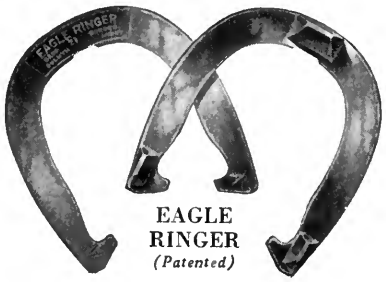

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other parts of the school building being closed. Under this arrangement supervision of the activities becomes a simple matter.

Keen interest is being shown by the community in its recreation center, and plans are being made by the young men and young women to organize a minstrel show. Tournaments are now being conducted in table tennis, shuffleboard and checkers. Christmas presents are made for the holiday, and game equipment will be constructed by the men who attend the center.

From a Woodchuck Up!

(Continued from page 480)

contains room for forty-eight exhibitions, fifty display tanks, and a natural trout stream runs through it. In case of rain during a performance in the outdoor theater convenient entrances and plenty of space accommodate the audience in the aquarium.

Because funds are limited for stocking the building, help from several sources has been obtained. The state will start a jar hatchery to develop white fish, pike, pickerel and other species. The tropical fish section will be stocked by the Toledo Aquarium Society, and it is hoped that the receipts from general admissions and opera will aid in buying specimens for this and the other buildings.

The old smokestack of the Milburn Wagon Works, ornamental stone from the old Miami-Erie canal locks, salesmen's tile samples and modern glass brick went into the aviary which cost $217,000. It is windowless and air conditioned.

These are the major buildings, but in addition a tunnel "underpass" approach to the park, a sea pool, an Alpine garden, much ravine planting, walks, bear pits and parking area complete the facilities of the park. Plans for African Veldt and American Plains areas costing $500,000 are being drawn up.

Talent Was Contributed

Not only did the Zoo Society unearth and utilize a mine of scrap material, but under relief work it obtained the services of persons skilled in special kinds of work essential to the development of the zoo but for which it could not afford to pay. There was a sculptor who made a number of statues for the park from old canal blocks; an entomologist who reorganized a $1,000 collection of insects so skilfully that when he completed the task the collection was worth $12,000. Relief work officials "shook down" 17,583 names to find this man. A teacher of sculpture and painting made a series of life-sized heads to show the development of the human race for the Hall of Man, and a painter prepared many of the backgrounds for the bird displays. These and the many other workers took great pride and pleasure in the task of building the zoo, coming to work with odds and ends of tile and steel and stone from their own garages and tool sheds, contributing ideas, and collecting tile which added greatly to the attractiveness of the aviary.

To a number of men goes special credit for this monumental piece of work—Mr. Schmuhl, WPA director; Paul Robinette, the architect; Percy Jones, head of the Zoo Board; Frank Skeldon, zoo director, and Mr. Yost, construction.

Citizen Boards in Public Welfare

(Continued from page 487)

either law or tradition requires that the secretary of health should be a physician, and that

the same condition applies to many subordinate officials in the field of public health. One might argue reasonably that the position of secretary of welfare should be safeguarded in the same way. But in reality the measure of protection afforded by this requirement in the field of public health is pretty small. However superior the ethics of the medical profession may be to those of most of us, nevertheless there are still enough politically-minded doctors to undermine the intention of the requirement, which itself is inadequate because it does not include training for public health work. If it were required by law or by tradition that the secretary of welfare should be a trained social worker, the results might be even more disappointing. Without going into the question of the political-mindedness of social workers, the usual social service training and experience, while an asset, in its present stage of development is too narrow a field to furnish adequate preparation for public administration on a large scale. How the situation may be changed in the future, by the efforts of schools of public administration, I do not know; but in the last analysis everything depends, and will continue to depend, upon the integrity of the appointing power.

When it comes to subordinate officials of the welfare department there can be no quarrel, I think, with the requirement that they should be thoroughly qualified for their special technical responsibilties and that their appointment should be on merit as determined by examination and evaluation of personality.

Making Service Count

Aside from knowledge of his field, an official must have a genuine desire to get the best possible service from his board in order that their mutual relationship shall be fruitful. He cannot be blamed if he fails to make any more use than the law compels of a board of vain and foolish people. He can be criticized severely if he fails to get all that he can from one that is well chosen and competent. Especially is this true today, when problems of public welfare have assumed such proportions that their treatment calls for the interplay of a wide range of knowledge and experience. There is a danger, in my opinion, that social workers whose knowledge is limited may assume re-

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Keynote, Fall 1936
(Associated Glee Clubs of America, Inc.)
New York's Second Barber Shop Quartet Contest

The Journal of Educational Sociology, December 1936
Community Organization in Hastings-on-Hudson, by John L. Hopkins

The Journal of Health and Physical Education, December 1936
The New Leisure—and the Adult, by Edith M. Gates
Junior Boys' Sportsmanship Club, by J. Speelman

The American City, December 1936
Thirty-five New Tennis Courts Constructed in Trenton Playgrounds
A Successful Municipal Flower Show

Parents' Magazine, January 1937
Family Fun, by Elizabeth King
Introducing a Child to Music, by Helen P. Law
Books for Boys and Girls, by Alice Dalgliesh

Leisure, December 1936
Christmas Greens, by Grace Igo Hall
The Puppet Show Goes On, by Helen Eva Yates
America's Ski-ized Band, by Bertha R. Parker
The Potter and His Clay, by Grove F. Ekins, Jr.
Trial Cookery, by Frances Green
Ride a Span of Hobby Horses, by Julia K. Byington
Christmas Table Decorations You Can Make, by Dorothy Barber
Santa Claus Party Bag, by Harry D. Edgren, M.A.

PAMPHLETS

Annual Report of the Board of Playground Directors—Oakland, Calif., 1935-1936

Ninth Annual Report of the Division of Recreation of Louisville, Ky., 1935-36

Christmas Lighting Suggestions
How to Light Your Home for the Holidays
General Electric Company, Nela Park, Cleveland, Ohio

Lessons on Basketball
Compiled by William A. Moore, Central Park, Louisville, Ky.

Service Bulletin for Teachers of Adults
Adult Education Program
New York City Board of Education and the Works Progress Administration, 143 Baxter Street, New York City

A Study Pertaining to the Athletic Directorship of Intercollegiate Athletics, by H. S. De Groot.
Reprinted from *Research Quarterly,* $.25

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sponsibilities for which they are not qualified. In fact, I believe that this has already happened. To an unprecedented extent social workers have been in demand for governmental positions. Some of them, knowing little of economics or national finance, have shown no hesitation in advocating policies of far-reaching importance, the end results of which they are not equipped to evaluate.

A large percentage of the national income, federal, state and local, today is being expended in what we call the social work field. Questions of federal, state and local functions are involved. Policies reach from their impact on national economics to their effect on the humblest citizen. The whole complicated business of public welfare services from top to bottom calls for the related efforts of the best minds available. Citizen boards, properly selected and motivated, have a distinctive contribution to make, as have welfare officials and professional social workers. But that contribution will be useful only in the manner and to the extent that it is used.

Community Buildings Here and There

(Continued from page 489)

the women's Circle, started back in 1909, to cooperate with it in this enterprise. Thus began another period of united community activity.

On January 6, 1930 the Park Association set aside $200 as a nucleus for a building fund and determined to solicit for building materials, funds, and labor. The response was immediate. In no time at all $400 had been given, labor and materials were supplied, and one man offered to be overseer and lend his concrete mixer and gasoline saw. The funds were put in the Circle treasury and the Circle and Park Board worked hand in hand. Work began at once and arrangements were made for a grand opening in the middle of February.

Although there was a large debt on materials and it is customary to charge a rather high fee at such openings to help wipe out these obligations, because of the generosity of donors of labor and funds, the opening program and dance was given free with just a small charge of 25¢ for lunch. Over 300 persons attended the opening.

It was a simple building, like the first school house, just the bare essentials — an auditorium 32 x 42, with a stage 14 x 14, and a concrete basement for dining room, kitchen and furnace room. There were seats around the sides, and by using the old circle benches a fair-sized crowd could be accommodated. Tables served 100 and a second-hand stove was purchased for the kitchen.

The community hall finished, attention centered on its administration. The hall was turned over to the Park Board and a set of rules adopted for its operation. The Arena Valley Circle, Arena Valley Grange, Sunday school and members of the association and all other groups or individuals, with consent of the Board, are able to use the center free of charge save for heating and breakage, and when admissions are charged, half of the amount collected must go to the Association.

Disaster came the first winter in a flood in the basement of five feet of irrigation water which broke through the front wall. The gasoline engine was put to work and the building restored in short order. During the winter a furnace was installed. In September, 1931 all debts for material were paid and soon the building was plastered and finished on the inside, the woodwork varnished and stained. The Circle again stepped in, and bought curtains for the stage. But it was not until June, 1935 that with the coming of electricity to the valley that the old gasoline lamps were discarded. Now the managers are striving to obtain folding chairs to replace the cumbersome Circle benches.

There is nothing ornate and pretentious about this community hall; it is neat and trim and compact. And along with its building the builders have also grown, building up a rich and satisfying community life of which this small white building is a fitting center.

Flint Marches On!

(Continued from page 490)

Recreation. Admittedly a problem before the plan of using school buildings was inaugurated in 1935, the school board entered whole-heartedly into the project and has seen its course vindicated by the tremendous growth of the project in 1936.

The hundreds of letters and other messages of commendation received from other communities throughout the nation have helped to convince a handful of skeptics that the plan not only is feasible but is necessary to the community's progress in dealing with the important problems of family welfare and juvenile delinquency.

Recreation for Colored Citizens in the New Democracy

(Continued from page 494)

studies made by this organization. Such communities or organizations within such communities, and already established recreation departments, will find valuable sources of aid in meeting the problems involved. One thing the Bureau of Colored Work has learned, and that is that in nearly every section the Negro group, so far as the complete program of activities is concerned, represents a community within a community. That is, a general city program may be ever so good intentioned, but it does not reach far enough to contact or welcome the inclusion of colored groups. Special planning to reach them and make available the program seems a need everywhere.

An unusual study is being made in Cincinnati through Emergency relief help covering the recreation problems of 20,000 individual colored people in their population. Their findings already indicate that neither church nor school agencies nor social work agencies supply the needs or desires. I am inclined to feel the problem can best be approached by public recreation departments. The problem is not sectional, it is nation-wide. When the South adopts its new-fangled cotton machinery releasing the millions of rural people from the burden of bending and borrowing, we shall need more adequate machinery for leisure and more inventions for absorption of free time in metropolitan areas, call it by the name of play or recreation, than we ever did before. Through WPA, PWA and NYA, the Federal Government is supplying leaders for recreation projects and aid in increasing facilities. Their entrance into the recreation field evidenced the recognition of a need, even though there exists no surplus in professional leadership. Certain it is that hundreds of colored recreation workers have been added to the movement; state and county Negro supervisors are on the job, and we are starting on a new drive for recognition and possible achievement in the recreation field.

In the education of colored leaders under Federal and local auspices, we have just completed a group of institutes held in six Kentucky cities. The institutes were directed by the writer with the staff from local, county and state NYA and WPA and their official family, cooperating. Altogether three hundred and sixty-eight attended. This is only one phase of our contribution to the educational or training needs of local leaders.

Just as is true in any movement, a recreation program demands trained leaders with skill, organizing technique, educational background or special talent. We may have to guide the vocational *guiders* in emphasizing the invitation this field presents to college trained persons. When the profession attracts such individuals who sense the service required there will come to local communities a more rapid expansion and growth. Thus may we meet the challenge of the new democracy.

"Curtain at 8 P. M."

(Continued from page 496)

During the month of June the group concerned itself with a special research project carried on for the most part in the Public Library. Hundreds of plays were read and carefully catalogued on index cards. A fund of valuable information was gathered together and made a part of the permanent equipment of the Park Board Recreation Department. This information concerning available material is now accessible to recreation workers and to the general public. In addition to this activity the group was engaged with rehearsal of a new three-act play.

Finally, the Outdoor Theater

On the 29th day of June there was projected an experiment in the field of drama that was to become widely known in the city as the "Park WPA Outdoor Theater." Powderhorn Park was selected as the site for the opening production. At this park there was a standard bandstand. The platform was about thirty-five by twenty feet, and stood about four feet above the ground. The railing was removed from one side and uprights were erected at intervals around the platform. To these uprights there was tacked green burlap, completely enclosing the sides, with the exception of a door at the back. An attractive curtain was hung across the open side, lighting equipment was installed and scenery placed in position. A large wall tent was erected at the rear to serve as a dressing tent and a storage place for properties. With this setup, and without the use of a public address system, the outdoor theater entertained 6,575 people the first week. At Riverside Park the following week there were 8,100 people in attendance. The theater attracted 11,150 people in a week at Loring Park and went on to Camden Park to raise its total monthly attendance to a new high mark of 34,506.

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The month of August, which included the presentation at Lake Harriet, saw attendance rise to 43,450. Tourists from all over the country found their way into the audience. On one occasion, a charming little lady, fresh from Bonnie Scotland, came forward to request that during the community sing the audience should sing "Annie Laurie." This they did with a will. On this same occasion the actors were visited back stage by people from Boise, Idaho; Winnipeg, Manitoba; Tampa, Florida; Iowa City, Iowa; Manila, P. I.; Honolulu, T. H., and Corozal, C. Z.

It is with assurance that we say that the theater has found its way into the hearts of Minneapolis people and their friends from other states and countries. The Park Board and WPA officials who made possible the projection of this theater may well feel that their faith in the project was justified, and may view with interest and confidence the development that lies ahead.

Sixteen Million Books

(Continued from page 498)

use in studios, workshops, theaters and homes. The classified stock of pictures is now 625,668; 97,646 having been added in 1935.

A Plea for the Speech Arts in the Recreation Program

(Continued from page 501)

gram. It is unlikely that all the courses suggested could be offered in any one community, while others not listed would no doubt be in demand. We have here, however, a suggestion of possible courses, many of which are valuable and practical in any community.

We may well remember that in vocational labor the individual has little freedom. His job and his boss determine what he shall do. In avocational work the individual works because he wants to do the thing he is doing. Many real contributions to a better tomorrow are worked out in spare time.

A Parent Teacher Council Finds the Way

(Continued from page 503)

children participated in the program and demonstrated through the medium of song, dance and living pictures, the activities that had been enjoyed by some 3000 children during the summer. It was colorful and spectacular. It clearly illustrated careful planning, excellent leadership, close supervision, and joyful participation. It was so fine that certain phases of it will be repeated on play night at the State Parent Teacher Convention.

Cooperation the Key

The Sioux Falls summer playground program is an outstanding example of what may be accomplished when a community has the best interests of its children and young people at heart. The cooperation of the Board of Education, the Chamber of Commerce, the Park Board, the City Commission, service clubs and other organizations of the city, together with a determined effort on the part of the Parent Teacher Council that leisure time benefits be extended to underprivileged children through a wise use of federal funds, served as the keystone to the arch of a most successful program for an appreciative community.

What of the Winter Months?

As the playgrounds closed and the youngsters trudged back to school the emphasis of the recreation program shifted to activities for adults. The leaders were assigned to community centers and

have undergone further intensive training to help fit them for adult recreational activities. Community singing, chorus work, band and orchestra, little theaters, marionette shows, family night parties, club work, checker tournaments, folk dancing and American square dancing, debates and open forums are activities enjoyed through the aid of WPA leaders who are rendering a fine service to their communities. Community centers are crowded and new ones are being opened. The Parent Teacher Association has pointed the way toward happier living in its community and has achieved one of the major objectives of the association.

What has been done in Sioux Falls has been done in many smaller towns all over South Dakota and may be done anywhere if parents and teachers and interested citizens are concerned with problems confronting youth.

Harrisburg Revives the Kipona

(Continued from page 507)

the splendid boat races with boats roaring through the water at a speed of forty-five miles an hour.

The afternoon program lasted five hours beginning at one o'clock when airplanes from the Penn Harris airport flew in formation over the city. The program included events for sail canoes, sailboats, speed boats and motor driven canoes, and there were swimming races for juniors and seniors. Events such as tub races, canoe tilting and clown diving caused much amusement. With sailboats and motor boats added to the events since the last Kipona, the nautical Mardi Gras gained new fascination. As many as three events were conducted at the same time. While boat races were held along the shore and outside of the specially constructed lagoon, swimmers stroked the river within the lagoon of flat boats, and divers competed in the program arranged for them.

The evening events opened with a band concert by the American Legion band, Post Number 27. To the medley of Harrisburg's high school songs of today and yesterday an impressive array of athletes paraded across the lagoon in which the center of activities was located.

There were 150 entries in the decorated canoe parade and 50 entries in the float parade entered by business concerns of the city. Whether simply or elaborately decorated, the canoes glided over the calm waters in colorful procession. As the last float passed the judges' stand, a display of fireworks illumined the sky. As a background for the

Recreation Centers for Unemployed Men

SINCE 1931 the City Council of Minneapolis has maintained a recreation center for unemployed men. In 1933 it became necessary to secure larger quarters, and the center is now housed in a five story brick building remodeled in 1935 with federal funds. The ground floor consists of general offices. On the second floor is the auditorium with a seating capacity of 600 people and a stage fully equipped for stage shows and motion pictures. Other recreational facilities are also located here, including one shuffleboard, ten card tables and two ping pong tables. Small game equipment is available. Offices of the superintendent and of doctors and dentists are located on this floor. On the third and fourth floors are the dormitories with 150 single beds on each floor. The men housed here are older men unable to work because of physical disability. On the fifth floor are the kitchen and dining room. Two chefs are employed to prepare the meals which are served three times daily. A check room and workshop are located in the basement.

Throughout the week many entertainment programs are presented in the auditorium, such as plays put on by different dramatic clubs, orchestra and band concerts, motion pictures of both an entertaining and educational nature, and other features. The services of the entertainers are donated by different organizations interested in the center or provided by actors employed by the federal government. The programs are received with great enthusiasm. On Sundays the auditorium is turned over to different religious denominations for their services.

New York Opens Recreation Hall

A new recreation and shelter annex has been opened in connection with the New York City's Municipal Lodging House for the Homeless at 25th Street and the East River. The annex has been built on the old municipal pier Number 73 by WPA at a cost of $250,000. It will fill several present needs but its chief function will be to provide a center for daytime use. There are two rooms which will provide reading and card playing facilities. Behind these rooms are shower and clothes cleaning rooms. The washrooms are equipped with tubs where the men can wash their clothes and gas dryers for drying them. Gas heated ironing stands are provided.

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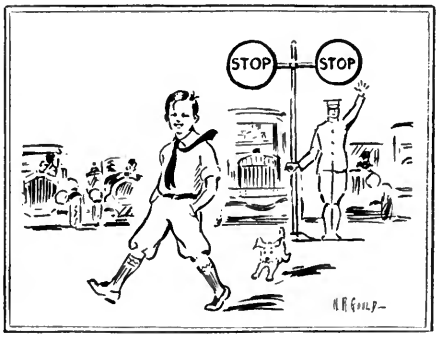

Safety Materials for the Teacher

• The Education Division of the National Safety Council offers a consultation and publications service to the schools on all problems relating to safety teaching.

• **A Special Safety Packet for Playground Directors** is now available. This is a valuable collection of materials to help the playground director promote safety on the playground and consists of ten attractive safety posters, crayon lessons for small children, a short play and a program of activities for supervised playgrounds.

Price $1.00

• **SAFETY EDUCATION MAGAZINE** provides the teacher with material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson plans, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

Subscription—$1.00 a Year

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EDUCATION DIVISION

National Safety Council

One Park Avenue, New York, N. Y.

evening carnival the Boy Scouts kept a series of bonfires burning on the Island field, while an array of powerful flood lights illumined the stage in the lagoon made of coal flats and floating grandstands. One of the most appreciated features of the program was the use of an amplification system through which announcements were made. With the microphone located at the judges' stand, the announcer kept the public informed of coming events and announced the winners.

Softball—the Game for All

(Continued from page 508)

pitcher may use any windup he desires providing that in the final delivery of the ball to the batter, the pitching hand shall be below the hip and wrist not farther from the body than the elbow.

This rule should eliminate many of the troublesome protests because of lack of understanding of the previous pitching rule.

Section 12 of Rule 27 having to do with stealing has been changed to permit a runner to leave the base as soon as a legally pitched ball has left the hands of the pitcher. Previously, the runner was held to the base until the ball had crossed home plate. The new rule should definitely provide the incentive for attempting to steal, which has been lacking in the game during the past several years.

In the matter of gloves, all players will be permitted to use fielder's gloves, but the use of mits are reserved only for the first baseman and catcher.

Most of the other important rules, such as distance between bases, number of players on teams, use of the bunt, size of the ball, etc., remain the same.

The manufacturers have been asked to produce a ball for use in 1938, which will be less lively than the present ball. Many cities having small playing areas find that the present type of ball cannot be used in their areas.

From all sources there was evidenced a feeling that the rules of the game should not be radically changed until continuous play through another year had demonstrated certain defects. Far greater progress will come from securing a general adherence to the present rules and concentrating our attention on the development of special pitching and batting rules that are unique in this game. Softball is America's game, because the rules are being written and interpreted by sources close to those who are actually playing the game.

New Publications in the Leisure Time Field

Skiing

By Ingrid Holm. Russell Sage College, Troy, New York. $1.90 postpaid.

WITH THE INCREASING interest in skiing in this country, Mrs. Holm's book comes as a timely publication. The volume is forceful and definite, and the instructor who has a fundamental grasp of the technique of skiing will find the organization of the material and the seven suggested programs exceedingly helpful. Descriptions of the various techniques and definitely emphasized faults are listed after each position, break and turn. The usefulness of the book is increased by the fifty stick figures drawn by Emily Andrews.

With Puppets, Mimes and Shadows

By Margaret K. Soifer. The Furrow Press, New York. $1.50.

THE PURPOSE of this book is to explain how the wealth of folk literature may be used by children as material from which to create plays for puppets, pantomimes, pageants, ballets, tableaux and shadows. The character of each of these dramatic media is described and the techniques of group play writing discussed. There are ten original plays and scenarios in the book, each based on a folk tale and with each play in a different dramatic medium. An extensive list of carefully selected and recommended books in the fields of stage technique and folk literature concludes the volume.

Ten National Character Dances

Arranged by Edna Lucile Baum. Clayton F. Summy Company, Chicago. $1.50.

THIS COLLECTION presents in new guise some of the most popular and widely used types of national dances. The book has been arranged for the repertoire of teachers of dancing and physical education. In presenting the dances to the students, the teacher should supply as much historical background as possible, including information on the origin of the dances, the racial characteristics of the people who dance them, and the traditional costumes worn. To give new color to the old dance forms, the steps have been set to music of contemporary composers.

Modern Methods in Archery

By Natalie Reichart and Gilman Keasey. A. S. Barnes and Company, New York. $1.50.

THIS TEXT FOR STUDENTS and teachers in the fundamentals of target archery discusses not only methods but such practical subjects as equipment and its care. There is also a chapter on archery competition with suggestions for events and tournaments, and a section on indoor archery. A glossary is included.

The Story of Costume Told in Pictures

Compiled by Belle Northrup, M.A. Art Education Press, Inc., New York. $.60 postpaid.

FOR THE AMATEUR dramatic group this booklet should be invaluable when the point of costuming plays is reached. Its more than 300 drawings compiled from old prints and contemporary European books on historic costume show the outstanding epochs of costume from the early Greeks and Egyptians to Americans of the nineteenth century. In addition to period costume, the booklet includes the national or peasant dress of today.

New Ways in Photography

By Jacob Deschin. Whittlesey House. McGraw-Hill Book Company, Inc., New York. $2.75.

THE TECHNIQUE of photography has been so greatly improved in recent years that few amateurs are aware of the resources available in the practise of their hobby. This book discusses the most up-to-date methods used by amateur and professional photographers for obtaining good pictures. It emphasizes primarily the methods employed in obtaining first-class photographs of all kinds of objects under all conditions. It also discloses secrets regarding so-called trick photography—all those branches of camera work which are at present little known to most amateurs.

Music in Institutions

By Willem van de Wall. Assisted by Clara Maria Liepmann. Russell Sage Foundation, New York. $3.00.

THIS IS NOT a mere handbook. It is, for long and careful study, a 436-page book dealing with every imaginable phase of its subject. It is intense, lively, philosophical, psychological, sociological, as well as musical and practical, packed with the abounding vitality and cogitations of its author, who, formerly a professional musician, has for many years devoted himself to practical experience and intensive study of the uses and effects of music in welfare institutions. His interest has in the past led him to give especial attention to music's values to the mentally ill, but in this book it takes him into homes and schools for orphan children, for the aged, the crippled, the blind, the convalescent, and into general hospitals, almshouses, detention homes, reformatories and prisons, as well as into homes and schools for the mentally deficient and hospitals for the insane.

The book goes into the conditions and problems of the life of these institutions in order to relate the uses of music fully and intelligently to them. Two chapters are devoted to social education in institutions, two to the psychological influences of music, and a whole section to the specific aims and scope of musical activities in each of the kinds of institutions mentioned above. Then comes practice pure and simple in a section of over a hundred

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pages on the organization and development of institutional music activities. This section gives specific suggestions for all sorts of vocal and instrumental activities and groupings, including small choral ensembles, note reading, rhythm bands, fretted instrument ensembles and drum and bugle corps, as well as those more common. Listening and composing are also treated, as are various kinds of dancing, from simple "rhythms" to court and society dances and interpretive ones.

The qualifications and methods of institutional music workers are given fifty pages. The final section deals comprehensively with the coordination of the music program with the work of other departments. It also deals with requirements of equipment, schedule, records and reports, and it presents examples of music programs in various institutions. A very large bibliography is added.

It needs hardly to be said that so comprehensive and detailed a work on the uses and effects of music can be of great value to any music director or educator or recreation leader, as well as to all institutional workers. Just as we have learned much about the general workings and health of the normal mind and body from studies and practical efforts with the ill and otherwise unfortunate, so we can learn much about the musical workings and playings of the so-called normal person and group from this ardent study of such doings by people living under other than normal conditions. Reviewed by A. D. Zanzig.

New York Advancing.

Edited by Rebecca B. Rankin. Municipal Reference Library, 2230 Municipal Building, New York. $.50.

In this book the departments and boroughs of the city of New York have presented an accounting to the citizens. A record of two years of accomplishment in municipal government is presented, together with a picturization of future developments already planned. "We have tried," says the editor in her introduction, "to tell each department's story in a dramatic style. Every statement is accurate and authorized by the department itself." Almost a hundred photographs have been used to illustrate this dynamic story. Of special interest to recreation workers will be the presentation of recreation being carried on through the Department of Parks and the description of public libraries, museums, and the Municipal Art Committee's program.

Recreation Bird Book.

Department of Health, Education and Public Recreation, Grand Rapids, Michigan. $.25.

This mimeographed booklet deals chiefly with the housing of birds and diagrams are given with directions for construction. There are also directions for making a bird bath and a wire nest basket. Suggestions are offered for feeding birds and for constructing feeding stations.

Adult Education.

By Lyman Bryson. American Book Company, New York. $2.00.

This textbook in adult education has been written for the "thousands of students of the social scene and of education in America who have been wanting a systematic account of adult education." The material presented was gathered in the course of considerable work in the field in the promotion and administration of programs, and in leading adult groups. The book will go far in interpreting to the public the functions of adult education, the methods employed, materials, and ways in which it is organized and promoted. There is an interesting discussion of changes in adult education and their relationship to the movement. "Adult education," says Dr. Bryson at the conclusion of his book, "is only one of the ways by which all the resources of a social group may be put to work for the betterment of life. But it is important because it has to do with the life of the mind. . . . Our success in managing our difficult civilization may hang upon the use we make of the learning power which is ours as long as we are alive."

Individual Satisfaction in Adult Education.

A Study by Olive O. Van Horn. The New York Adult Education Council, Inc., 222 Fourth Avenue, New York. $.50, plus $.05 postage.

This booklet has been made possible by the cooperation of over 1,000 users of adult education and more than a score of leaders of organized activities who contributed material for the study. The report sets forth the social significance of adult education and traces the changes which have taken place during the depression. It describes the users of the program and tells what activities people are undertaking to secure satisfaction through the program. In the final section some of the problems of adult education are raised.

Our Earth and Its Life.

By Mary Geisler Phillips and Julia McNair Wright. D. C. Heath and Company, Boston. $.76.

This is the fourth of a series dealing with natural science and is designed to make vivid to the child the constantly shifting scene and the animated drama to be found in the history of the earth and the development of life on the earth. The story begins with a vivid picture of the universe and ends with an account of our modern animals and their relation to the past.

The Gang.

By Frederic M. Thrasher, University of Chicago Press, Chicago, Illinois. $4.00.

This study of 1,313 gangs in Chicago represents a newly revised edition of Mr. Thrasher's book published several years ago. This revised edition suggests in more detail than did the other two how criminals can be prevented. The book has interest for the general reader in that it deals with the relation of the gang to the problems of juvenile demoralization, crime and politics in a great city. It will also serve as a supplementary textbook in courses of study dealing with the city, collective behavior, juvenile delinquency and social pathology.

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An Interview with Joseph Lee

YOU CAN'T get Joseph Lee to admit that he has done much for children and their playgrounds. He takes enormous pleasure in placing the credit elsewhere.

When I visited him at his home and asked him to tell me of the part he had played in playground development, he said:

"I am not the inventor of playgrounds. The first one was occupied by Adam and Eve until the serpent put them wise. I have merely been trying to overcome that wisdom.

"I did not even start the first playground in Boston. That one began when William Blackstone gave his cow pasture to the town of Boston, about which the Boston boys afterwards made their successful representation on the subject of football to General Gage."

Mr. Lee was asked, "What made you go in for playgrounds?"

"I do not know exactly what first started me. I had a very happy play life myself, although it included the captaincy of two football teams, both of which invariably lost! And I am still fond of many kinds of play.

"My idea was to find a means of interesting people in social work from the point of view of promoting life, not merely picking up the dead and injured.

"I decided that anybody could see that a child needs play—anybody, at least, who had ever had or taught a child, or who had ever been one!

"Now a good many people see it. When the National Recreation Association started in 1906 there were some thirty-six cities doing regular playground work; in 1923 there were 680 such cities.*

"It is not physical education we are after; that is a by-product.

"If you play for the sake of the game, you will get health also. If you are thinking of your health, you won't get either.

"We are doing as much for art and music as for other forms of play."

From the *Boston Post*.

* In 1935 the number of communities with play centers under leadership was 2,204.

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February

Champion Huskies of the Pocono Mountains *Illustration courtesy "Pennsylvania Outdoors*

"In recent years, because of increased leisure, the demand for recreational areas has increased to a remarkable extent. It is to be expected that the average person will turn to Nature for rest and recreation. What is more fitting than that they should use the State Forests to satisfy this demand? Pennsylvania's forests not only call to an ever-increasing number of individuals in the mild months, but fall and winter are gaining their devotees to out-of-door life. The forests in winter dress are wonderful places to visit."

"Is It Well With the Child?"

By NEWTON D. BAKER

Mr. Baker delivered this address before the 1936 Mobilization for Human Needs Conference which was held in Washington last September

THERE IS AN old Chinese adage that government, to be respectable, must reflect every virtue expected of the citizen, and I so earnestly believe that that I very much doubt the validity of efforts at social betterment and social welfare which shun the responsibility for purity and idealism in local government. Just how we can expect to build character in a people in a local community which we permit to be ill-governed and the places of responsibility of which we permit to be occupied by irresponsible people passes my imagination to describe.

Safeguarding Our Service Men

The Japanese were the first people in the history of war to fight a great war in which deaths from battle wounds were greater than deaths from camp-born diseases. In the Japanese-Russian War the deaths among Japanese soldiers from battle were about twenty-five per thousand and from camp diseases about the same number.

Prior to that time the danger of being in camp was greater than the danger of being in battle. The proportions varied. When our war came on I think there was a general realization throughout the United States that we were rather more terrified at what might happen to our soldier men in their hours of idleness than we were about what happened to them in their hours of battle. There were 4,000,000 men gathered from all corners of the United States to be sent to a foreign soil, removed from the automatic disciplines of neighborhood supervision and control, removed a long way from home ideals, and particularly after the stress of battle was over and the armistice came there was a very grave concern on the part of the people of the United States as to what might befall those men with the strenuous task for which they were sent abroad withdrawn.

Fortunately some social workers had foreseen that possibility, and they had been taught in the American city environment the great lesson that the substitution of a proper and wholesome diversion for an improper temptation was the greatest possible safeguard. So that army of 4,000,000 men was surrounded by recreational opportunities of a wholesome sort and the idealism of America with which that was entered upon and fought was canalised into wholesome and stimulating channels, with the result that when our army was about ready to come home, one of the greatest psychiatrists then living in the world, Dr. Salmon, returning from a visit to that army in France, was able to say to me in my office: "Mr. Secretary, that is at once the sanest, the soberest, and the most moral 2,000,000 men that were ever gathered on the face of the planet."

I asked him whether that was language of exaggeration of judgment and he said, "There is no exaggeration in it. I have traveled from one end to the other of our military establishments in France and I have compared the American soldier and his life with that of every other group in this war, and I am ready to repeat and to defend the thesis that there is less intemperance, less immorality, and less insanity in that group of 2,000,000 men than in any other body of like size ever assembled in the world."

It is an interesting thing to remember that when those men were mobilized we had very little experience that could be a guide. We had, as it were, a clean slate upon which to write the destiny of 4,000,000 men. The success with which the task was achieved is to be accredited to others—I was largely an observer of what took place—but I think there is this lesson in what then happened, that a fresh view, a sudden demand to enter into an unprecedented task, to strike out new lines where none had previously been laid, was a challenge which America found it possible to accept successfully.

Peace Time Safeguards

I want to suggest that as an example of what I am going to try to say about the future of the Chest movement. All praise to its elasticity and

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to the changes and developments which have taken place in it. I wonder, sometimes, whether we are not in danger of allowing our social work to become too traditional. No Chest ever has all the money it needs; no Chest ever has all the money it wants or ought to have, and as a consequence, when the campaign has been conducted and the Chest returns are in, there instantly arises a feeling that this is a gross sum which must be apportioned among all of the customary and traditional activities, the enthusiastic advocacy of each of which is pressed by those who are constantly engaged in its problems.

We are likely, I think—at least I have personally feared we were likely—to allow the traditional avenues of news of social service to monopolize our attention and distract it from possibilities which a clean slate survey might teach us we needed.

Exactly what is in my mind is best illustrated by a report which I brought along entitled "Between Spires and Stacks." I imagine very few of you ever have seen that mimeographed book. The Welfare Council in the City of Cleveland, inspired, as I believe, by Mr. Raymond Clapp, who directed its welfare for a long time, made up its mind that it would like to have a clean slate survey of three regions in that city. It employed two very remarkable investigators. They picked out three neighborhoods in Cleveland. One of them they very early abandoned as it was a Negro district presenting peculiar problems of its own. A second they also abandoned because they found that with the time and means at their disposal concentration upon a single area was all that they could afford. They finally selected a more or less isolated place in Cleveland, on one side bounded by bluffs which ran down to great steel plants on the river's edge; on the other side bounded by a street, once a very important street of Cleveland, but now a street of less importance, but along which there are fourteen churches, each of which had spires. So this isolated area was between the stacks of the steel plants on one side and the spires of the churches on the other.

The district was separated from the rest of Cleveland socially, economically, linguistically, racially. It was almost a bit of some part of Europe sliced out of Europe and set down in America. The inhabitants were primarily of the Russian and Polish races. Seventy-four per cent of the people who lived in that area (and there were 15,000 of them) were either foreign-born who amounted to 30 per cent, or foreign-born and the children of foreign-born parents. They spoke the various Russian and Ukrainian dialects. The men, when they worked at all, worked in the steel plants, and their wives, the mothers of the children of that neighborhood, worked in the office buildings of Cleveland by night, tidying up offices from seven or eight o'clock in the evening until four or five in the morning, so that the young people of that district had almost no parental supervision.

What these investigators did was not to inquire primarily whether any existing social service agency could be advantageously invited to extend its work into that neighborhood, but they went in there with a great group of helpers and imagined to themselves that there were no social service agencies in the city of Cleveland. Suppose there were no nursing associations, no hospitals, no churches, what do these 15,000 people need? What do they want? What evidences are there, by intimate knowledge of the personnel, particularly the youth of that neighborhood, of social needs? They did this with the idea that after they had tabulated the needs they would then inspect the agencies already existing to see how far they could be made to respond to those needs.

They took a cross-section of the boys of that community from ten to nineteen years of age and they invited those boys to come and converse with these trained workers. The same two persons held all the conversations so that the same technique, the same point of view, the same protection against the boastfulness of the boys, or whatever it might be, was present in all the cases. To those boys and a corresponding number of girls they practically put up to them these questions: What is life to you? What do you see in life? How do you spend your time? What is the present

"As I look forward to our future responsibilities I find the social worker still loyal to the task in hand, still very anxious to nurse the sick, still very anxious to provide playgrounds and recreations, and almost completely absorbed in the daily task of social work as it falls to him. But deep down under all that loyalty and service I think there must be an aspiration toward a higher type of living based on character, and a determination on the part of the social worker that he will not give bread alone, but that with that bread there will be spiritual gifts and spiritual blessings which will make of the children who are to come after us stronger and better men."

Courtesy Dayton, Ohio, Recreation Department

A community which sees to it that "it is well with the child," is building for the future

preparing you for? What is your attitude toward delinquency of one sort and another? What is your attitude toward the police? Ultimately, what is your attitude toward the Church? What service does the Young Men's Christian Association offer to you? What affiliations have you with character building agencies of one kind and another? What would you like to have done in this neighborhood to make it your ideal of the kind of a country in which you would like to live?

That is all reported in this great volume. After having had these interviews with these children, these young men and women and children, they then searched every social service agency record in Cleveland to discover what the previous contacts of those children with any of these agencies indicated. They got their school records from their school teachers; they got their church records from their pastors and priests, and out of all of that they have presented a picture in this book of a community of 15,000 people, about 6,000 boys and girls, living in an American city under conditions which terrify the reader of this report.

Character — a Fundamental Need

If one were to characterize the findings by their most conspicuous feature I think he would be disposed to say that the total absence of character among the young in that neighborhood was the appalling revelation of that inquiry.

Every now and then a boy would emerge out of this group who would speak with regret of the lack of opportunity and the lack of character; he would look rather longingly at an opportunity to live a better life. And the girls in that neighborhood told a story that was simply devastating, not only in the incidents of their daily life but in its lack of hopefulness of any outlet or outgrowth.

There was a new kind of inquiry, and it has led to this: A meeting has been held in that neighborhood of the most substantial people who could be found there, and all who have shown even an incipient aspiration toward a better life for the community have been welded together into a community group, and they, with the guidance and assistance of expert people, are now setting themselves to the task of introducing into that community elements that will restore what seems to have been totally taken away by the neglect of that community during the past ten or fifteen years.

Perhaps the future responsibilities of Community Chests are to be discovered not by following those traditional lines, but by every now and then taking a test sample of a particular situation from a new point of view, finding out what young people have to say about it.

It is just as certain as anything could be that the community that lies between the spires and stacks in Cleveland would be able to help itself a thousand ways economically if it had the character to try, and the thing that that community needs more than it needs even bread—it manages somehow to get along on crusts—is self-respect and sturdiness of character. I feel perfectly sure that the outcome of this community effort which is being made in that neighborhood is not in the first instance going to be addressed to the procurement of larger economic resources, but is going to

found itself first upon the idea of building in the young people of that community self-respect.

Of course, we sometimes fail to realize that the aspiration of youth is spontaneously upward. There is scarcely a boy or scarcely a girl in that whole neighborhood who can't be appealed to by a better standard of character living. I think that the future responsibilities of the Chests must be answered first by asking ourselves, what is our ideal for our own society? If we are going to be content to be, as I think, fooled by the materialistic philosophies that are abroad in the world today, which seem to me to be depriving us of the whole spiritual content of life and of the great satisfactions that proceed from those spiritual resources; if we are going to be satisfied with that and are going to let our society be shiny and shallow but robbed of its great spiritual comforts and satisfactions, then, of course, all we need do is to be perfectly sure that the production of material wealth is adequately increased and that by some process or another an even enough distribution of it is made to prevent revolutionary disturbance.

If we are going to demand something more than that, if we are going to hold in our thought that the whole object of social service and of social organization is the character perfection of the species so that each generation of boys and girls as they come to take our places in responsibility in this world will find them stronger and better able to do it, then I think this sort of survey is helpful, and there will inevitably be given to all social service the ideal that in addition to curing the sick and taking care of the orphaned and the outcast there is constantly before the social worker the ideal of building character. Then we have a relatively simple directive.

I suppose all figures of the kind I am about to use are guesswork, but I imagine that every child which at the age of seven years has voluntarily resisted a temptation or exercised self-control has about a ninety per cent chance of becoming a useful man or woman, and I imagine that if that ethical or spiritual triumph of resisting a temptation by spontaneous voluntary will or exercising self-control is postponed from seven years of age to ten years of age the chances are reduced from ninety per cent probably to sixty. As you go up in the scale of age, the percentage of chance of success decreases, and therefore I have a feeling that somehow we will solve the economic problem; our country produces more than enough for us all to eat and drink and wear, the labor of our hands will house us all perfectly adequately, and the skill of the entertainers will provide us all with adequate amusement. But the thing that I do not see the answer to is, where are we going to introduce as a social agency the sort of thing that will strengthen and not enfeeble character? And that, I think, is the place where the social worker must turn the microscope of his inquiry to find the germ of opportunity.

Pestalozzi, when he was a very old man and had spent perhaps as great a life of service as we have in recorded history anywhere, constantly sought by young and old alike for counsel, advice, and assistance, said that he was very old before he realized the terrifying truth that nobody can really ever help anybody else. What he meant by that, of course, was that everybody must be permitted to help himself, and that only the self-help is the permanent alleviation of the personal problem.

The world is in a very sad state. It is impossible to look into any country of the world and not find the thought of men absorbed in territorial or nationalistic or economic aspirations and aggressions. We have built new kinds of armament of the most deadly sort, and apparently a very large part of the world has determined to devote those armaments to satisfying their purely material needs.

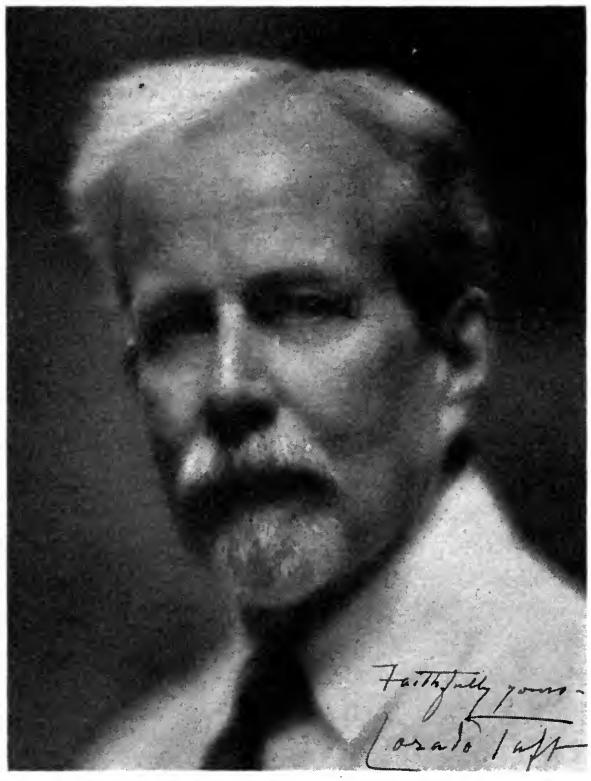
I wish it were possible for us here in the United States, as yet not frenzied by this economic aspiration and competition, to adopt as a task, consciously and devotedly, the character building among our youth, and let every other social service minister to that so that everybody would know when we talked about the Community Chest that what it was trying to secure was an answer to the question in regard to each city. Is it well with the child? Not well only economically, not is he well clothed and well fed; not only is he well educated; not merely has he knowledge, but has he wisdom, and are the disciplines of life to which he is subjected of a character to give him strength of purpose and sturdiness and virtue as a citizen and a neighbor?

"Social work needs the same kind of attitude as that of the research specialist in that there is need of much probing in regard to the handicaps of men and the stimuli that result in happiness and well-being. The interplay of agencies in the creative and preventive fields should be that of complementary relationships in which identity is maintained."—*Eva Whiting White.*

The Passing of Lorado Taft

By R. E. HIERONYMOUS
Community Adviser Emeritus
University of Illinois

IN THE EARLY forenoon of October 30, Lorado Taft passed quietly into the Great Beyond. His going removed not only one of the best-known sculptors of this generation, but one of the ablest lecturers and most beloved men of the country. Though seventy-six years of age, he was still active as an artist and in civic life.



Don Carlos Taft was Principal of the Academy at Elmwood, Peoria County, Illinois, where his son Lorado was born April 29, 1860. The family moved in a few years to Metamora, in Woodford County, and later to Minonk. In both of these places he taught in the public schools. An opening in the University of Illinois attracted him there, and he became professor of Geology and related subjects. At an early age Lorado entered the University and graduated in the class of '79.

John Milton Gregory was the President of the University during those years. On one of his visits to Europe he brought to the young and growing institution a collection of statuary. It was in setting this jumbled, miscellaneous statuary into usable shape that Lorado assisted his father and others and became interested in art. Soon after graduation he went abroad, studying for three years in Paris at l'Ecole des Beaux Arts and traveling about over Europe.

On returning to the United States he settled in Chicago in 1886. Thus the native son of Illinois found his way to the great metropolis and established his studio. As he whimsically remarked of a sculptor friend he too made the "usual progress from lettering to weeping willows and ultimately lambs and pointing hands." The Art Institute was coming into prominence and he gradually become a part of it.

By the time the World's Fair opened in 1893 he was prepared to adorn the entrance to the horticultural building with two companion decorative groups: "The Sleep of the Flowers," and "The Awakening of the Flowers." When the Louisiana Exposition opened in St. Louis he delighted the artistic world with "The Mountain and the Prairie" and "The Solitude of the Soul." The Art Institute in Chicago made a permanent place for "The Solitude of the Soul" where it now is near the front entrance. These led the way for "The Blind," based on Maeterlinck's conception, of which Mr. Taft said, "It is a theme that my mind dwells upon, this sounding of the human soul, questioning the future and longing for light."

The unique "Fountain of the Great Lakes" alongside the Art Institute brought him many honors and established his fame as a sculptor. This was dedicated in 1913. Then followed in rapid succession those masterpieces upon which his reputation rests. President Gregory's grave is on the Campus of the University of Illinois, near University Hall, the Law, the Administration, and other buildings. On a huge native boulder are the words from the Latin so appropriately used of Sir Christopher Wren in St. Paul's London: "If you seek his monument look about you."

The same may fittingly be said of Lorado Taft.

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Look about you! Not only in his chosen city of Chicago to the Art Institute and the "Fountain of Time" at the west end of the Midway, but also in his own loved Illinois to the towering "Black Hawk" near the Eagle's Nest in the beautiful Rock River Valley, and to the "Soldiers' Monument to Civil War Veterans" in the Court House yard; to the "Pioneers" at his birthplace, Elmwood; to his "Lincoln the Lawyer" in Urbana, and "Alma Mater" on the Campus of the University of Illinois; in the tomb of Abraham Lincoln in Oak Ridge, Springfield, to the replica of his Urbana Lincoln; to his "Anne Louise Keller Memorial" at White Hall; to the Lincoln-Douglas Debate tablet in the public square, Quincy; to the Soldiers' Monument at the end of the memorial bridge in Danville; and beyond the Prairie State to the "Washington Monument" at Seattle; the "Thatcher Memorial Fountain" in Denver; to two large pylon groups on the steps of the State Capitol building, Baton Rouge, Louisiana, "The Patriots" and "The Pioneers"; to the "Columbus Memorial Fountain" in front of the Union Station, Washington, D. C., and to scores of others throughout the country. These are his monument.

Perhaps Mr. Taft was known to a larger number of people throughout the country as an instructive, delightful lecturer than as an artist. As an interpreter of art at home and abroad he had few if any equals and no superiors. His "Clay Talk," as he called it (An Hour in a Sculptor's Studio), I have frequently said was one of the most constructive, stimulating lectures on the American platform. The Redpath Bureau, Chautauqua Assemblies, the Bureau of American Travel and various state and nation-wide conferences found him an aggressive, inspiring exponent of the best art and the highest civic ideals.

The Midway Studios formerly on Ellis, now on Ingleside Avenue, Chicago, has been a Creative Art Center for more than a quarter of a century. Here Mr. Taft did most of his best work and constantly surrounded himself with gifted young people who have grown into prominence. His very last act was to help organize a group of his closest artist friends for the purpose of "carrying on." This Company is "The Lorado Taft Associates" and consists of Leonard Crunelle, Nellie Walker, Fred Torrey, Mary Webster and Otis Johnson. The primary purpose of these Associates is to complete the commissions of Mr. Taft and then to continue through the years the same high standards of its founder and inspirer.

Twenty years or more ago Mr. Taft in cooperation with Wallace Heckman, Business Manager of the University of Chicago, and other friends, founded an Artists' Colony at Eagles' Nest, on the banks of the Rock River, just above Oregon, Ogle County. Here a dozen or fifteen artists built their individual cottages and a common dining hall which has served as a Community House. This Camp, as it is commonly called, has been a delightful retreat where kindred spirits have passed many pleasant and profitable summers together and lasting friendships formed.

Mr. Taft loved ardently his own native Illinois. In order that others might come to know and love it also he helped in every possible way to develop what has become known as the Art Extension Committee of Illinois. "See Illinois first" was his slogan. "Make your home town beautiful" was his frequent admonition. Representatives of a group of several hundred carefully selected people widely scattered over the state have for nearly twenty years made an annual pilgrimage through some interesting, historical, scenic part of the state.

The purpose of this Art Extension Committee from the first has been and still is to assist in making art a more potent elevating force in the lives of the people of the State of Illinois. It aims to help the people to discover beauty in Nature and to enjoy it, to recognize beauty in Art and to appreciate it, and to stimulate the production of beautiful things.

The aim of all the tours made by this group is to see and enjoy and be profited by parks and playgrounds, gardens, and country clubs, libraries, school buildings, and grounds; churches, community houses, and memorial buildings; examples of landscaping, both public and private; distinctive buildings, historic and scenic places; collections of paintings, sculpture and other forms of art; to listen to good music, and to hear

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The entire recreation movement lost a friend in the passing of Lorado Taft. His interest in everything which concerned the well-being of the National Recreation Association and the movement as a whole was unfailing. Mr. Taft addressed a number of the Recreation Congresses including the most recent one held in Chicago in October, 1935. Here he was a regular attendant at all the meetings, saying that he could not stay away from any of them although work was piled high at his studio.

The Boys' Club and Juvenile Delinquency

Courtesy Public Recreation Commission, Cincinnati, Ohio

AMONG THE special interests of sociologists today is the scientific evolution of social institutions in terms of their purported functions. Such a study was made by Frederick M. Thrasher of a boys' club in New York City to see if it was actually accomplishing the purpose for which it was specifically established.

The study was begun in 1928 by New York University. The Boys' Club was newly opened in an area where delinquency was high, and was definitely planned to reduce that rate of delinquency. The site and building cost $735,000 and it was expected that it would serve 6,000 boys. The annual club expenditure during the study was $69,000 to $75,000 per year.

Three classes of members were enrolled — Juniors 7-13; Intermediates 13-18; Seniors 18 years and older. The Juniors participated in a mass program; Intermediates were organized in groups with volunteer leaders; and the Seniors had their own club program, with separate club house. The club activities as offered served fairly adequately the well diversified interests. The club was administered by a superintendent with a staff who supervised the activities. Medical examinations and a dental clinic were maintained. A nurse looked after special health problems and did family visiting.

The claim that the club prevented delinquency had been made for many years by the older club of which this unit was a branch and continued to be made a basis for financing the new club. It was this hypothesis that the study undertook to test. The study had the full cooperation of the club and of other social agencies in the area. The period under study was the first four years of the club's existence in the area, and the basic materials used were the broad social facts of the community and a complete statistical study of the club itself.

The general conclusion of the Boys' Club study is that the club was *not* an important factor in the prevention of juvenile delinquency during the first four years of its existence.* This conclusion was reached on the basis of the following facts:

1. The club planned for a book membership of 6,000 but expected only 4,000 different boys at any given time. Figures showed that the club never reached more than 63% of the 4,000 monthly.

2. Fully 4,000 boys in the community area were not enrolled in the club. A study of facilities showed that there was adequate provision for all who actually *participated* in in the program, but would not have been adequate for the number *enrolled* at any one time.

3. The Juniors did not have any regular or consistent participation in club activities. Membership of hundreds of boys was only nominal.

It is wholesome for all of us at times to have a searchlight turned upon our activities so that we may know whether the claims which we are making for them are justified. "Is membership in the groups we are promoting anything more than nominal?" "Are we really preventing juvenile delinquency?" Have you ever asked yourself questions of this kind?

In a study of a boys' club in New York City, Frederick M. Thrasher has used a searchlight very tellingly. We can all of us profit by his findings, published by New York University under the title, *The Boys' Club and Juvenile Delinquency*, a brief digest of which is given here.

* The study clearly indicates that its findings apply only to the one club and that to be most valuable it should have covered the whole period of membership through the age groups.

4. The Intermediate membership was unsatisfactory. There was discrepancy between book enrollment and actual month by month registration. Those who were active to a great extent failed to live up to the 70% attendance requirement in these groups. Many of the clubs disbanded during the year and did not return the next.

This Intermediate defection is important because

(*a*) The group should have shown, and did not, the effects of previous Junior membership.

(*b*) The Intermediate period is most significant in the delinquency problem. Boys not influenced during these years are not like to be later.

(*c*) Senior participation so slight that it is ignored.

5. Camping is recognized as a character building influence. Only 13% of these boys went to camp.

6. The summer program was weak, whereas from the standpoint of crime prevention it should have been more active than at any other time.

7. Instead of reaching the boys in the immediate neighborhood for which it was planned, large numbers were drawn from outside this area. In three years the club never enrolled more than 59% of the eligible boys in its vicinity.

"The Boys' Club is one of the most important essential elements in any crime prevention program. It is apparent that the club performs many important functions for underprivileged boys in the way of recreation, health service, vocational placement, etc., and that crime prevention might well be regarded as a function incidental to these services. Nevertheless, in the development of comprehensive crime prevention plans for any community which is characterized by delinquency areas, it becomes obvious that we shall need many more boys' clubs in order to perform the function of crime prevention adequately."

8. The club failed to hold its membership. One-third of the members quit each year. A small percentage remained members year after year. This instability of membership meant failure of the club to achieve its function, since the announced theory of the club was that its full influence was exerted only by keeping the boys through the Junior and Intermediate ages.

9. An analysis of why members left the club showed that the bulk of the defection was due to factors over which the boys' club had a possible control.

10. The records of the club did not make possible periodic evaluation.

11. Limited personnel made dealing with individuals almost impossible. Mass programs prevailed.

12. Lacked systematic accounting for boys in immediate area of service. Did not find out which boys were not being reached, which boys need most to be reached, and how they could better be brought into program.

13. There was no conscious effort to enlist the potential delinquent boy as such, or to know what boys who were not members would profit by membership.

14. Superficial work probably due to trying to handle too many members.

On the positive side, the study showed that the club did reach boys who were most in need of its influence

(*a*) Goodly proportion of older boys

(*b*) Less privileged — more potential for delinquency.

(*c*) Inadequately adjusted — foreign

(*d*) Poor

(*e*) Maladjusted in school

(*f*) Lower intelligence

(*g*) Inferior in educational achievement

(*h*) Inferior in emotional stability.

(*i*) Large truant delinquents.

Yet when conceding the above, the study states, "We cannot say that the club was enrolling these boys in more than a nominal membership or that it was reaching and holding a satisfactory proportion of the groups."

While the club delinquency rates were higher than the community in general, yet this could be expected because of the inferior type dealt with. However, during the four years the club had no influence in decreasing the number of offenses committed from year to year by its own members. (i.e. boys who were not delinquent before they joined the club.) The only possible conclusion from the statistical study of results is that the club failed to prevent delinquency among its members. Members continued to acquire court records in about the same proportion as they would had they not joined the club. Those who were members two years had a higher rate than those of one year.

Although there were 542 club members with known delinquency records, there was no plan to deal with these known cases in any thorough or scientific way. Friends of the club were claiming too much. Crime prevention turns out to be not

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Adventures in Recreation

By WEAVER W. PANGBURN
National Recreation Association

THE VOTE of confidence given President Roosevelt in the recent election should encourage civic and educational pioneers everywhere. One may be led into reading too much into it, yet the *New York Times* was hardly far off in stating the morning after:

"On one side spoke the spirit of adventure, the inclination of the people for experiment and change; on the other, resistance to methods of change that might destroy a pattern of life comparison has made increasingly precious."

If a ten million majority of adult Americans do welcome orderly progressive adjustments in our social and economic life, then we have a soil fertile for much needed changes in education and in the services of our communities. Perhaps our democracy is again on the march, ready to pioneer on the social frontier, not only through individual action but also cooperation. This has meaning for the things in which you and I are interested.

Our subject, "Adventures in Recreation," is pointedly related to the question of whether the voice of the individual American shall be heard. The democratic way of life implies that every individual shall be active, shall participate, and shall share in the fruits of civilization. Democracy has long tried but has thus far failed to create an environment in which the aspiration of common men and women to make their voices heard could fully be realized. People have always wanted and today want security—food, clothing, shelter and a comfortable old age; they have wanted and today want to love and to be loved; they have wanted to be associated with a group or a cause greater than their own immediate narrow circle of interests; they have wanted beauty; they have wanted to have their achievements recognized, and they have wanted and they now want new experience, adventure. In a word, people are eager not only for material comfort; they also want to create, to achieve, to express themselves.

The achieving of physical security is the central issue in the struggle for economic justice which probably is the major question of our times. We cannot discuss that here. But the other human hungers for love, beauty, recognition, belonging and achievement are inherent in our topic since they can in great measure be satisfied through recreation. These desires flame just as hotly today among the young people of the United States as they did among those who in previous generations sought love, romance and danger, crusaded for lost causes, or gaily marched away from home and safety to the slaughter pens of war.

Many young people demand activities with an element of physical danger, rugged games, swimming, camping, winter sports, mountain climbing and sailing — things which, as David Cushman Coyle says, are "red blooded and vital and that have vitamins." They rise to the challenge of robust music and drama. They are hungry for each other's society. They love nature in its many manifestations and moods. They respond to opportunities in arts and crafts.

"Life—life more abundant is the impulse of our time," has said Dr. Max C. Otto. How do men and women wanting to live fully fare in our twentieth century American society? The past generation has seen the rapid growth of some forces making for the denial, and of others working for, the satisfaction of their desires.

The skill-hungry spirit fares rather badly because of the mechanization of industrial processes. The machine that stamps Fords out of steel plates stamps creative interest out of work. Work becomes a monotonous round of simple operations. The elements of novelty, change, discovery and ingenuity are absent. And a job that is to be held for a dozen or even more years is learned in a very short time.

Recently, I asked one of the elevator men in our building how long it took to learn to operate his car. He said, "Six months — that is, to run it good." Then he quickly added, "The new elevators can be run by fellows without any experience. All they have to do is press a few but-

Mr. Pangburn gave this address at a meeting of the New York Society for the Experimental Study of Education which was held in New York City on November the thirteenth.

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tons." This man has been running his elevator eight and a half hours a day for ten years. There is small opportunity in his job for the exercise of skill or for growth.

To the degree that work becomes mechanized and uninteresting, free time after work must become inviting and adventurous. In view of the changed nature of much work, recreation today becomes something more than the explosive release of excess energy and something more than relaxation or refreshment. It becomes a medium of self-expression.

Fortunately, the very machines that robbed work of its challenge cut down labor hours and ushered in leisure. Men and women thus have surpluses of time and energy with which to live abundantly. But what happened when leisure began to increase? Alert business leaped forward and as Stuart Chase says, "well nigh took recreation bodily into the province of vendibility where it most emphatically does not belong." Now we pay a quarter and slide into a seat at a movie for two hours. We turn a dial and hear Gracie Allen, Eddie Cantor, or to be fair, the Philharmonic. We go to an amusement park and chute-the-chutes. We go to the horse races, dog races, six day bicycle races, the motorcycle races and the automobile races.

"Children and youth, millions of them the world over, restless with tremendous energies! Communities, thousands of them from pole to pole, embracing the conditions and the materials from which we may create a far more ideal environment for better living! On the one hand, the great energy of youth requiring only a dynamic purpose to make that force the most constructive factor in social progress. On the other hand, cultures rich in potentialities, needing a great constructive force in order to realize the abundant human life which they are capable of providing. To coordinate these two mighty forces; to harness the energy of youth to the task of progressively improving conditions of community life—that is the supreme challenge to educational and social statesmanship."—From *Youth Serves the Community.*

Commercial interests have bombarded a recreationally illiterate public, ill-trained for leisure with an avalanche of alluring, exciting publicity for amusements that provide precious little nourishment for body, mind or spirit. It is not surprising that young people have turned to passive amusement under the pressure of glamorous advertisements. Yet the benefits of such amusements are not substantial.

One Saturday afternoon some months ago while engaged in work in a large western city I lingered for a moment at the cigar stand in my hotel to talk with the girl in charge.

She said, "You seem lonely."

I said, "Oh, I don't know."

She: "Why don't you get a girl and go downtown to one of our swell night clubs?"

I: "Well, that might be done, but you see I work for an organization in which the people believe in creating their own fun."

She was not much impressed.

I said, "Are you very fond of the night clubs?"

She: "Crazy about 'em. I could go every night. It's my recreation."

"Well," I asked, "supposing you go every night that you have a chance. After a while you will get fed up, won't you? At least you will find no thrill in them. What then?"

She: "Why then I guess I'll go shoot myself."

Our conversation was only half serious, of course, but I was a little startled when she said she guessed she'd shoot herself. Why was it that this was the only thing that occurred to her to say? Was it because artificial excitements so stimulate the emotions that more and more thrills are demanded until at length when satiety is reached the only further thrill obtainable is dramatic death? This, of course, is an extreme case but if this girl is typical of a considerable number, what a tragic viewpoint she represents in a world which however great its cares and worries is so full of interesting things to do!

No fair-minded person will sweepingly condemn all commercially promoted recreation. We have good movies, good radio programs, good entertainments and concerts. Automobiles contribute enormously to the worthy use of leisure. The great sports spectacles have their place. Yet after all it is through first hand experience that the child and the adult find substantial satisfactions.

In an amusing cartoon Denys Wortman pictures a fat lady at the circus watching the acrobats doing thrilling stunts high on their trapezes. Blandly she say to an equally well nourished lady beside her, "Mentally, I do everything they do." Which hardly accords with the principle of learning by doing. A nation of bystanders and spectators must go the way of ancient Rome. In every area of life in a democracy, whether politics, industry or leisure, the slogan must be "Participate or Perish."

A third obstacle to a more rapid and generous cultural and recreational development in the United States has been our material-mindedness. How to live has often been forgotten in the scramble to make a living. The struggle for security has absorbed much of the energy that might have gone into cultivating the arts of leisure.

Fortunately, the less constructive forces in leisure do not have the whole field to themselves. There is much informal unorganized family and personal recreation. There are numerous athletic organizations, nature clubs, hiking clubs, little theaters, choral societies, glee clubs, golf clubs, women's clubs and bridge clubs. The riding of hobbies is in the air. The social and recreational activities of secret societies, which number thirty-five million members, are as much an attraction as are the mysteries and rituals of these fraternities.

Add the recreational offerings of the semi-public agencies with their millions of members — the Y.M.C.A., Y.W.C.A., Jewish centers, Catholic clubs, settlements, boys' clubs and the outdoor movements, Boy and Girl Scouts, Camp Fire Girls and the Woodcraft League.

Many young people demand activities with an element of danger—swimming, sailing, canoeing and water sports

Then there is the rapidly growing field of government-sponsored recreation. Two thousand communities have municipal recreation in some form with activities going on in parks, playgrounds, community centers, swimming pools and outlying reservations. We must include libraries and museums as to some extent recreational. Then there are the county and state park systems and the national parks and forests. Of necessity government will play a progressively greater role in recreation, but there must be more and better trained leaders and larger appropriations.

The message of all these agencies is "Be active, take part yourself, develop skill in some game or sport, be a craftsman, learn to act in a play, join an orchestra, sing, dance, climb mountains, swim, investigate, look for beauty, serve your community — be a self-starter in leisure."

The total achievements of these agencies are very impressive but they are not enough. For example, no city has a sufficient number of playgrounds to serve the needs of its children. About five million children use the playgrounds each summer, but ten million urban children remain unserved. Few cities have reached the minimum standard of municipally owned recreation space. Only a few public school buildings are open for recreation as often as three times a week. Only a fraction of the eligible boys and girls are members of the Boy Scouts, Girl Scouts, Camp Fire Girls and other youth organizations.

And now we come to the public schools. The

best schools, aware that leisure is a vital part of modern life, train for it through physical education, music, arts and crafts, drama and other subjects. The schools are putting their mark on the leisure interests of this generation. They have contributed to the growing diversity of recreational activities. Consider the remarkable high school orchestras, choruses and a capella choirs.

The schools are influencing tastes and habits in recreation, but is that enough? Are they giving youngsters some perspective on the recreational interests of adulthood? Are they teaching them to discriminate between the better and the less good types of leisure time activity? Very early football, basketball and the other most strenuous sports must be put aside. Is sufficient emphasis put on swimming, camping, hiking, skating, nature recreation and hobbies—the things in which all ages may participate? Are the minds of students being turned objectively on their own communities? This is in line with the trend in education today. Dr. William McAndrew has been hammering for years on the idea that the proper study of young people in school is the political, industrial and social life about them.

With reference to recreation, two things are necessary: the schools should inculcate attitudes and ideals and teach skills, and the community should provide adequate opportunities for the functioning of these attitudes, ideals and skills. In other words, we should both train for leisure and provide community facilities for leisure. For of what value is it to graduate fifty good orchestra players each year if there are no community orchestras in which to play, or to turn out tennis players if the town provides no courts. We must have facilities and services on a far vaster scale than we now have. We gasp to read about Robert Moses' 150 new playgrounds and 11 swimming pools in New York City. Yet some European and Mexican cities put us to shame through their recreational developments. And while we are teaching skills we can also lead boys and girls to study the recreational needs of their community and ways of meeting these needs. In so doing we are hastening the day when the community will provide adequate facilities and leadership for recreation.

The junior high school age is not too early to help students obtain a conception of the place of recreation in leisure and life. They can intelligently discuss the resources of their communities for they use them. They can apply a simple yardstick to their neighborhoods and communities. The subject lends itself readily to observation trips, interviews, the making of maps, collections, the discussion of hobbies and reports.

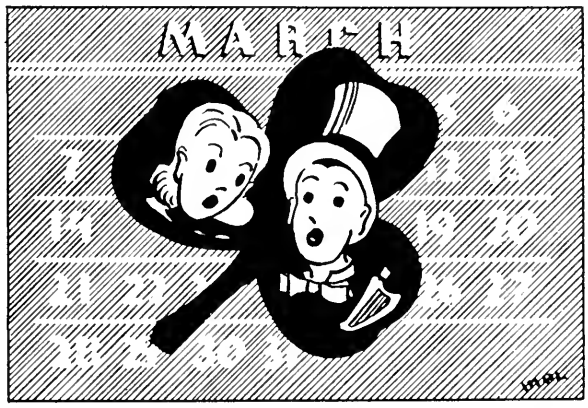
Thus, I believe the time is ripe for units of study on recreation in connection with physical education, civics and the social studies. The students will be interested for recreation is one of the things uppermost in their daily thoughts. The point of contact is immediate.

It may be assumed that the next few years will see important changes in school curricula. These changes will be based on a realistic view of current problems. The schools are bound to train young people in the ideals and practices of a cooperative society. The study of recreation has an important place in such a scheme of training for community recreation implies an environment in which the arts of social living are practiced by free citizens. It contributes to the ideal for the city set forth by Aristotle who said, "A city is a community of equals for the purpose of enjoying the best life possible." And that of Whitman, who wrote:

"I dreamed in a dream, I saw a city invincible to the attacks of the whole of the rest of the earth;
"I dreamed that was the New City of Friends;
"Nothing was greater there than the quality of robust love—it led the rest;
"It was seen every hour in the actions of the men of that city,
"And in all their looks and words."

"The outlook for youth in American life will be determined not so much by what we do to the system as by what we do to the individual youth himself. That is why an education which holds constantly in mind the inner and enduring values of life, which aims at making responsible, enlightened, happy and well-adjusted individuals seems to me so vitally important at this hour. That is why, amid all the shifts and changes of social forces today, I for one would place squarely in the center of the picture education, not merely the formal education of the school, but the making of personality through organizations like this, through the churches, through all the agencies at work in this field, as the fundamental, determining feature for the outlook of youth."—*Dr. Harry Woodburn Chase* in *Planning the Future with Youth.*

Shure, 'Tis Time for a St. Patrick's Party!



IT WILL SOON be "St. Patrick's Day in the morning," and by that time plans must be all laid for an Irish party of some kind. With the fame of smiling Irish eyes, gay Irish wit and the joy of an Irish jig, it would be a shame not to capitalize on them, for by so doing the party will almost plan itself. In fact there won't be time for all the things that you can think up! Just as in this party, you'll have to do some choosing. Perhaps you will find something in this party or the historical background to add to your own ideas.

For there are hosts of ideas for a holiday or historical party to be had in an encyclopaedia. Read up the subject of your party—it takes only a minute—and you'll find new angles to old stories which can be used in making up games and planning decorations and which will add interest and color to your party. We looked up St. Patrick and Blarney Stone and Limerick and the map of Ireland and discovered a great number of things we had forgotten and some new things we hadn't known about St. Patrick, Ireland and the Irish.

We learned that the shamrock was supposedly used by St. Patrick to explain how the Trinity could be Three and yet One, and so is especially cherished in Ireland. St. Patrick is supposed also to have forced the snakes of Ireland to fling themselves into the sea. It is known that as a lad of sixteen he was captured from his home in Britain by Irish raiders and sold as a slave to an Irish Druid for whom he served six years as a swineherd before he escaped and went to Gaul. Years later he returned to bring Christianity to the Irish whose priests were Druids and believed in "Little People" (fairies) and Leprechauns. When St. Patrick died (493 A.D.) there was no night for twelve days—at least, so the story goes. If you kiss the Blarney Stone set in the outer wall of a castle, you will have the power to persuade and win people through a flattering and agile tongue. Limericks are heap of fun to read and not too hard to write, and they were originally Irish, too.

And to Be Shure Ye're Invited

You'll almost have to draw straws over the way your invitations will be made, for St. Patrick's Day has so many appropriate symbols. Take your choice of these: snake, shamrock, pig, paddy-hat (topper), clay pipe, dancing figures in Irish costume, lyre (harp), potato (the mainstay of the Irish menu), policeman, shellalah or Irish flag (green, orange and white). Write a verse, a joke or an Irish limerick to convey the invitation on whatever form you choose.

Decorations, too, may be selected from this list, to which might be added travel posters of Ireland, corks (for County Cork), the Blarney Stone, Lakes of Killarney or the Cats of Kilkenny (after the old song).

Pre-Party Activities

There'll be some guests so eager for the party they'll be coming early. Provide a game or some activity for them until the others come.

Going Irish. If the party is not too large, a table may be laid out with materials for making any or all of the Irish symbols listed in the paragraph on invitations. You will need, among other things, scissors, paste, crayons, thread, string, toothpicks and paper of appropriate color. As the guests arrive let each make some favor to wear to show himself a loyal Irishman. Paper streamers for small bows or green paper shamrocks may be kept in reserve, ready made, for late comers. Prizes may be awarded to the cleverest symbols of Ireland.

Irish Music. For a larger group, early comers may gather around a piano, or be seated and sing Irish songs. Provide mimeographed sheets of

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words, if possible, since many of the tunes are better known than the words.

We'll Be a-Breakin' of the Ice

Blarney. Give each girl an envelope. In it is a simple word written on a piece of paper. Boys line up on one side of the room, girls on the other. To an Irish tune the lines move toward one end of the room, turn, and come up the center so that the group is now paired. The first couple goes to the right, the second to the left, third to the right, etc., in a regular grand march figure around the room, coming up the center in four's. Boys are given pencils. On "Go" each girl gives her partner her envelope. He opens it, reads the word and writes a couplet to the girl, ending the first line with the word in his envelope. The first file to finish wins a green shamrock mint for each member of the team. The "Blarney" may be read aloud or they may all be collected and prizes awarded for the best, which are then read. (A check must be made to see that all have a couplet, before any team is given a prize.)

Relays

Boggy Roads. Ireland is known for some of its boggy country over which it is difficult to walk with safety. However, there is a way. Give the leader of each file two shoe boxes—without lids. (These are obtainable at any shoe store). On "Go," the leader steps into the boxes and shuffles off across the bog to the other end of the room to the place marked "Town," and back to touch off the next player who steps into the boxes and is off. The first team to have all its men across the bog to town and back again, wins. Have extra boxes in reserve in case the ones in use are broken.

St. Patrick and the Snakes. St. Patrick is supposed to have driven the snakes out of Ireland into the sea, but it took a little time for the snakes to reach the sea from the interior. Which do you think traveled the fastest, the garter, grass, gopher or the rattlesnake? Give the leader of each team a wavy snake of cardboard, each of a different color (and kind), but all of the same shape and length and an inch and a half wide at every point. A square of cardboard is also given the leader. In it is a slit one-sixteenth of an inch longer than the width of the snake and a little wider than the thickness of the cardboard of which the snake is made. Tape is put across the bottom and top of the slit to keep it from tearing. On "Go" the first player grasps his snake in one hand and his cardboard in the other and wriggles the wavy snake through it. When it is through he hands the snake and cardboard to the next player, who does the same. The last player is the sea and when the snake is through the sea he is out of Ireland. The first one out wins the race and is the snake that traveled the fastest after St. Patrick's order.

Shamrocks to Market. Give the leader of each row a green cellophane shamrock cut from a five-inch square of cellophane. Make it as large as you can in that space. On "Go" the leader puts the shamrock on his hand which is open and flat with fingers together and starts to "market" fifteen feet away. He must carry his hand level at all times. If the paper falls he must stop while he replaces it and remove his free hand before proceeding. The team to get its shamrock taken to market first wins.

Irish Shenanigans

Irish Luck. Seat the group in a circle or circles. Give each a clean Irish potato. Ask each guest to count the eyes in his potato. From a score card read the fortunes according to the number of eyes: one means foes; two, presents; three, friends; four, suitor; five, travel; six, courtship; seven, wealth; eight, broken heart; nine, happily married; ten, single blessedness. Collect the potatoes after each has determined his fortune.

Blarney Stone. The group is still in a large circle or several smaller circles. Give the leader or the leader of each group a small stone. When the whistle blows he makes a wish aloud, saying, "I wish ....." and passes the stone to the next player, who does the same. At intervals the whistle blows (the blower is designated an Irish policeman) and the fine for being the one with the stone at the moment is to do as the neighbor on the left dictates. Play rapidly until six or eight have performed.

Potato Jig. Select two boys and two girls. Give them seats in the center of the circle, one couple facing one side, the other the opposite side — so all may see. Give each a potato and a paring knife. On "Go" the boy peals his potato. (Peelings must be thin.) He then passes the knife to the girl who peels her potato. The first couple through wins a prize. (Be sure potatoes are scrubbed and are of the same size and that knives are fairly sharp.)

Irish Pipes. Select several couples to go into the center of the circle. (If the group is small, all might play this game.) Give each a clay pipe and provide several bowls of soapy water. (A pinch of sugar and a tablespoon or so of glycerine will make the bubbles stronger.) Have a contest to see who can blow the most bubbles from one dip in the bowl, who can blow the most bubbles and fan them to a goal line in a given time, and who can make the largest bubble, all blowing at once.

Tests of Irish Wit

The Hall of Fame. Who are the famous Irish described in these phrases? Give each paper and pencil and read the statements slowly, allowing a minute or two for guests to think of and write down the answers. The ones with the most correct might be given a candy mint prize, a toy pig or other favor.

1. The father of the famous twins
   McSorley
2. A character in the funny sheet
   Happy Hooligan
3. The hero of a novel by Gene Stratton Porter
   Michael O'Halloran
4. The proprietor of a well-known restaurant
   Dinty Moore
5. The man whose whiskers the wind blew in again
   Michael Finnegan
6. The gentleman who wears "the green necktie"
   Kelly
7. The young lady who danced on the sidewalks of New York—Mamie O'Rourke
8. A famous Irish mother
   Mother Machree
9. The man whose name suggests a potato
   Murphy
10. Three Irish girls whose praises are often sung
    Kathleen Mavoureen
    Rosie O'Grady
    Annie Rooney

Irish Art. Having visited the Hall of Fame it is fitting that you also visit an Irish Art Gallery. Lay out the following objects, each in the center of a numbered cardboard frame. Each guest is to write down the number and opposite it the title suggested by the work of art. If the objects are set about the room on a number of tables and chairs there will not be such crowding. Here are the objects and the titles. The most nearly correct list wins.

Object	*Title of Picture*
1. Cork	Cork
2. Rocky road candy	Shamrock
3. Wilted rose	"Last Rose of Summer"
4. A bell sewed to the cloth	Belfast
5. Green stone in water	Emerald Isle
6. Raincoat	Ulster
7. Problem: 2x2=	Dublin
8. Doll dressed in green	"Wearing of the Green"
9. Harp	"The Harp That Once Through Tara's Halls"
10. Limerick	Limerick

Irish Wit. If you wish to be truly Irish, you may play this game, for long ago it was an Irish favorite. At parties, so they say, it was the custom for a guest to make up a line of nonsense verse and then all would join in the chorus, "Will you come up to Limerick?" before the next guest added a line. Hence was born the limerick, which now lacks only the chorus. The game may be played this way or guests be simply asked to write the last line of a limerick which is read with the last line omitted. Prizes may be given for the best lines.

Here are two to start you off:

In jaunting carts down near Kilkenny
There's many and many and many
A bit of a kiss

.....

There was a young fellow named Denny
Who lived in County Kilkenny
Said this husky lad
"Oi'm Irish, bedad,"

.....

Keep a few Irish jokes up your sleeve to tell off and on during the party or ask guests to tell the ones they know.

Irish Jig. There are a number of simple Irish dances such as the "Irish Washerwoman" and "There's a Pig in the Parlor" which may be taught. Use one at least, for an Irish party should have laughter, wit, songs and dancing to be true to tradition.

Irish Songs. It so happens that a number of our best known and best loved songs are Irish or about the Irish. Here are some of them:

Londonderry Air
The Minstrel Boy
Believe Me, If All Those Endearing Young Charms
Tipperary
When Irish Eyes Are Smiling
My Wild Irish Rose
Where the River Shannon Flows
Wearing of the Green
Mother Machree
Kathleen Mavoureen
Sidewalks of New York

And Ye'll Be Ate'in

Refreshments. May be potato chips and gherkins and sandwiches (spread with cream cheese and finely minced sweet pepper) and green punch or it may be green ice cream with shamrock cookies or cake with green frosting, but whativer it be, 'twill be the foinest end to the foinest party ye iver attended.

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Why Folk Dancing?

Folk dancing has been taken from the shelf and is realized to be something of great value aesthetically, historically, nationally

By
VYTAUTAS F. BELIAJUS
Chicago, Illinois

EVERYTHING that exists, be it animate or inanimate, a simple object, a story, a human individual, a community of persons or a nation, reaches that stage in its development which is called the climax. At this point, the object, the story, the individual, the community or the nation, retrogresses into oblivion or develops further to a certain greatness or permanency. Those things of worth which sink into oblivion are remembered only because they are preserved in museums. Some of these are later to be resurrected, to become again of almost as much importance as they were in their beginning. In this category we place the art of folk dancing, which has entered into its period of renaissance.

Folk dancing is the creation of the people, of the masses, and not of the individual. In folk dancing the workers and the serfs spent their leisure hours, to find in it the pleasure of social intercourse that was almost entirely denied them in their ordinary lives. Among those nations which were subject to foreign rule and great cultural and economic persecution, the dance remained as the one pleasure of their lives; the one activity in which they could forget the burdens laid upon them and feel something of the joy of life. They would wipe their tears away with a dusty apron or with a hand blackened by toil, unable to resist this one call to merriment that they could answer.

Each nation tells us of its national origins and of the national life in the form of its folk dance. Those who have ruled with the heavy hand have dances that are haughty in character; those upon whom the heavy hands have fallen have dances of an insuppressible gaiety. Even the geographical characteristics of a nation's country can be found in the style of its dance. Those who live in countries that are mountainous have a measured slowness in the tempo of their dance, and those who live in the level lands have the freedom of the open plain clearly expressed in the style of their dance.

During its period of near oblivion, the folk dance became infantile in its form. It was looked down upon as no true form of national art, as something to be neglected and further discouraged. This view on folk dancing came from its having been associated with the country people, with the unlettered peasantry who are too often forgotten in their position of being the very foundation of a national group. The burghers, in their position of superiority, did no folk dancing, but ridiculed it as the childish recreation of the peasants. And the poor peasant, who too often apes the prejudices of the city folk, also came to avoid this purest of national arts, and helped it further into its oblivion. Such was the fate of many of the folk arts, notably weaving.

The Evolution of the Dance Form

With the passing of folk dancing it was necessary that another dance form be found for the entertainment of the urban population. From this necessity there was evolved the dance form known as social dancing, which is too subdivided in types to be easily classified as a national art. These forms are best represented by the fast-tempoed polkas in the East of Europe, the slower-tempoed polka and the waltz in other nations, the graceful tango and the tremulous rhumba and the ragtime dances of the faddists.

In America, it is the last of the aforementioned forms that is most popular. There are no set rules to follow. The variations that come into existence for a time are but fads that too often are vulgar to an extreme. This type of dancing is

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Courtesy The Nation's School

Let's All Go to School

By
H. S. HEMENWAY

THE AVERAGE American defends the public school with almost a holy zeal. In general, he not only believes in an education as a desirable attainment for everyone, but he also feels that every child should go to school regardless of home finance, cultural background or handicaps of a mental or physical nature. Therefore, he has been ready to provide elaborate buildings, fine equipment and a well trained teaching personnel in order that every child in every backwoods hamlet may have brought to him at least some of the advantages which only contact with learning can give. America to him would not be a land of opportunity and freedom without public schools.

However, the school, with the exception of a few nights a year, is reserved for the activities of the immature; children alone need to continue to study. Magnificent school plants over the country, costing collectively billions of dollars to build and having equipment worth additional millions, for a great amount of time—nights, holidays and vacation periods—lie idle. Adults are seldom seen, other than in the rôle of parents, within the doors of the public school.

The fact that education should be a continuing process from the cradle to the grave, that the buildings and equipment provided at public expense can be made a center of adult growth and recreation, has not received wide acceptance in America. Most adults through their contacts with the workaday world realize gaps in their preparation for living which need be filled, but strangely enough they seldom turn to the agency best fitted to help them — the public school.

This story of the interesting community center conducted at Shorewood, Milwaukee, is reprinted from the December issue of *The Nation's School*.

Believe it or not, there is one community in which the school plant has become the adult community center, in which the school board realizes that its buildings and equipment render complete service only when they are used a maximum amount of time, in which there has been established an Opportunity School for exclusive use of the adults of the community and—here lies the strangest fact of all — in which accurate enrollment records show that for the last five years more adults have been enrolled in the adult school than there are children in daytime attendance!

No account is taken, so far as the number of adult enrollments is concerned, of the attendance of more than 18,000 at the Sunday afternoon lectures or of the hundred-odd thousands who were spectators at the various adult athletic events. These are the simple facts: the average yearly enrollment in adult classes for the last five years is 2,877, while the enrollment of children in kindergarten through senior high school averaged 2,702 over a similar time.

Shorewood, Milwaukee, is the town in which the Opportunity School flourishes. Far from being a community in which "English for Foreigners" would be a leading class for adults, it has been populated with the suburban type of city dweller. Its lakeside residences compare favorably with the best in the Milwaukee area, while the rest of the square mile and one-half of residential territory has homes representing the prosper-

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ous middle classes. It is a village exclusively of homes and small service stores — a residential suburb of the better type with a population of 16,000 inhabitants.

There are two boards of education in Shorewood as in each Wisconsin city; one, the day board, controls the usual school activities connected with the education of children, and the other, the vocational board, has under its direction the training of the few children who drop out of high school and also of the education of the adults of the community. As the "day" board of education appoints the "night" board, and as the superintendent of schools is ex-officio a member of the night board sufficient correlation of the work of the two boards is maintained so that duplication of effort or conflict of authority is amicably resolved.

As this dual system has been in operation in Shorewood over a period of fifteen years, certain principles of operation have been developed. Among these are the following:

1. The adult school program should appeal to all ages and all types of previous education. How successful the school has been in this respect may be found in the report of Director Harvey Genskow. Of those enrolled, 44.7 per cent give their ages as between eighteen and thirty years and about one half (48.5 per cent) between thirty-one and fifty years. Only 1.4 per cent are below eighteen years and 5 per cent over fifty years. Three-fourths of the students have completed high school, one-fourth college, and nearly 10 per cent have received some graduate training.

2. The teacher is the most important factor in a successful night school program. The question is always asked: "Do the regular instructors of the high school teach in the evening school?" While there are some notable exceptions, such a combination of work is generally deemed inadvisable, owing to the fact that the instructor is tired at the end of the day, and also that the finest teachers of children are not always the best teachers of adults. A different technique of instruction has to be used.

In any large center of population certain individuals stand out in their profession. Many individuals are interested in passing on to a group of people, similarly inclined, the many fine points of their professional or avocational life. Among these outstanding individuals in the area they represent may be found the ideal teachers for an evening school. A noted architect gives a course on house planning, a lawyer on business and real estate law, a club woman on parliamentary law, two professionals train groups in golf, and a noted painter of murals teaches a course in drawing and sketching.

3. The school gives recognition to the recreational aspects of community life. Seventeen lectures were presented to Sunday afternoon audiences averaging more than 1,000 people last year. A volunteer collection defrays about one-third of the cost. Kitten ball played under lights is a summer attraction for old and young. More than 100,000 spectators attended last summer. Admission is charged on two nights only. Ice hockey, volley ball, indoor baseball, swimming, fencing, boxing, tap dancing, rhythmics and basketball offer sport for all.

4. The work of the school is more largely avocational than strictly vocational, although both types of courses are offered. Of approximately a hundred courses and activities offered by the Opportunity School only eight come within the classification "vocational."

5. Community members are the sole judges of effective class work, but certain courses must be self-sustaining financially. Board members may be prejudiced against some offering such as an a cappella choir, tap dancing, bridge, or golf, but the community demand is the determining factor in presenting the course. As a further precaution, the vocational board demands that certain courses be self-sustaining so far as finance is concerned. These include tap dancing, bridge, golf and social dancing.

6. The school attempts to give equal attention to all the fine arts. Even though community members choose their class work, it is the aim of the school to give equal attention to all of the fine arts. At present there are eleven classes in music, including a cappela choir, band, harmony, appreciation, piano, violin and chorus. In art there are two appreciation classes, applied arts, art metal, drawing or sketching, interior decoration, photography and woodworking.

It is a curious fact to record that in classes where principles of design underlie and dominate the work, the interest continues year after year. For example, a class in woodworking failed as such. However, when the principles of design were applied in a course on period furniture, the class became so large that additional sections were formed. The auditorium was completed only within the last few months, but already four

groups are arranging the staging, costuming and production of plays for children and adults, which may well lead to a large following for a people's theater. The Little Theater movement is in its infancy.

7. Whenever it may be shown that sufficient enrollment can be obtained to justify the establishment of a class in a subject a teacher for such a class will be found and the work will be offered.

The enrollment necessary for the establishment of a class differs with the type of work offered. For academic study the minimum is twelve; for gymnasium activity twenty-five is desirable, whereas for purely social contacts an enrollment of thirty or more is necessary.

Adults are quick to sense the worthwhileness of a course, and consequently one effective means of discouraging the teacher who is not efficient is the establishment of these minimum attendance standards and prorating the salary paid the teacher whenever enrollment does not justify the continuation of the class. Certain teachers readily attract enrollments of fifty or more in their classes and make mandatory the offering of new sections for the same course. Some instructors present their work in such an unorganized form that the class membership quickly vanishes.

As all new classes are "on trial" until enrollment develops and the prospective teacher has to attract the minimum number before any salary payment has been made, the school can afford to be liberal in its offerings of untried courses. That such a policy often produces unusual results is shown by the fact that a course in the speaking voice was begun as an experiment. Ten sections taught by the same teacher were a part of the evening school offering just one year later.

8. The schools shall be open without cost for any legal meeting. Shorewood schools belong to the taxpayer. Why not reduce the costs of the organizations which are sponsored by taxpayers by opening the schools free of charge to Shorewood organizations that have a general community program? The Women's Club, American Legion, Cooperative Club, and Association of Commerce, all hold meetings in the school at some time during the year.

The services of the high school cafeteria are available to the group at a "per plate" charge, which just defrays expenses. Meals are served at prices dependent on menus offered at from 25c to 80c, with the average price at 55c.

Whenever some organization in Shorewood desires to use the schools for activities at which admission is charged — for example, an entertainment or a bridge party — the actual additional expense of operation is paid by the organization making the reservation.

To any individual who has not seen a school of this type in action, the choice of activity given the students would seemingly necessitate high costs. As a matter of fact, quite the reverse is true. Certain classes, as has been mentioned, are wholly self-sustaining; others are conducted on a low rate

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Community demand is the determining factor in the selection of activities for the center's program

Courtesy The Nation's School

Detroit's Community Night Programs

Some suggestions for planning community night programs at the recreation center

By J. J. CONSIDINE
Superintendent
Department of Recreation

COMMUNITY NIGHT programs have been made a feature of Detroit's recreation center activities, and starting December 18, 1936, at every center where a continuous recreation program is being carried on daily an evening was set aside and dedicated to the idea, "Know your community center." This program will be continued until March 25, 1937.

The purpose of the community night celebration is threefold: to acquaint the public with the work of the Recreation Department in each particular community; to stimulate the interest of the classes already engaged in recreational activities, and to increase the scope of recreation in the various communities.

The program itself may be described as a kaleidoscopic view of the activities of the center, and the effort of the director in charge is directed not so much toward presenting a perfect series of exhibitions as it is toward giving a glimpse of the working of the center and the various types of recreation offered. The winter work, however, is usually at its peak at this time, and the different classes are as a rule prepared to put on some finished work. The dramatic classes have acquired a repertoire of plays from which something suitable may be selected. The gymnasium classes, working toward the spring meets, are able to present very good drills, and this holds true of swimming, handcraft and other activities.

The program presented on community night, however, is not a culmination of studied rehearsals; rather it is an informal presentation of what goes on daily in the center—a cross section of community center life.

Activities

The programs consist of boxing, mass drills, games for all classes (juniors, intermediates and seniors), drills with hand apparatus such as wands and Indian clubs, dramatics, band music, community singing, old-time dances, exhibitions of work done by the woodcraft and model building classes, demonstrations of first aid and life saving, and exhibitions of swimming, diving and water polo matches in community centers equipped with swimming pools. The events follow in orderly sequence from auditorium to the gymnasium, from the gymnasium to the swimming pool. It has not been felt advisable to have several activities carried on simultaneously because of the confusion which invariably accompanies the continual moving of large groups.

These programs are well attended. By actual statistics an average of 1,000 people in each community avail themselves of the opportunity to become more intimately acquainted with the extensive work of the department.

Other Winter Activities

In addition to the activities housed in the community centers, the Recreation Department sponsors city-wide activities such as the boys' band, a fine organization of some sixty young musicians, aircraft classes in which the work of fashioning model planes is demonstrated, and model boat building classes. These activities, drawing upon the community centers at large, have their place on the individual program.

"The job of the community center worker is first to connect every would-be participant with the activity in which he feels at home, and then to lead him on to the expression of talents that may be dormant but none the less real, and, finally, to give him a sense of belonging. The community center should be a busy, friendly, happy place where lost talents are found and released for individual and community good."

At Christmas Time

The Department of Recreation arranged approximately sixty Christmas programs which were held throughout the city at the different centers. There was also a community Christmas tree erected by the department at City Hall. The hundreds of ornaments which decorated the tree were made by

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Youth Goes Adventuring Out-of-Doors

By L. DAVID HAWLEY
Executive Secretary
Intercollegiate Outing Club Association

IF THE READER had hiked through the Lake Colden region of the Adirondacks during the second week of September in either 1935 or 1936, he would have found almost one hundred college students, both men and women, from many colleges camped out in tents or in the shelters which are scattered through this section of the mountains. They came into the woods with their food and sleeping bags for the annual college week —a week of mountain climbing and camping. During the days they were climbing the mountains, sometimes on the trails, and sometimes "bushwhacking," in informal small groups which had joined forces because they were making the same climb. They climbed to suit their individual desires, up difficult rock walls, such as the slide on Mount Colden which rises two thousand feet above Avalanche Lake, or, if they were not so ambitious, up the comparatively easy trails, the one up MacIntyre, for example, with plenty of time out at noon for lunch and a nap on top in the sun. And if the reader had stayed the night with them in one of the shelters, he would undoubtedly have joined in one of the almost traditional song sessions that is held after the camps are made ready for the night.

After the supper dishes were disposed of, and sleeping bags laid out ready for their occupants, flashlights dotted the dark trails with spots of light as the tenants of the more distant shelters came to one more centrally located, whose inhabitants had invited the group for the evening. A large camp fire crackled in front of the shelter, licking up through the big logs, while in groups of three and four the hikers strolled into the firelight. Some settled down to their pipes, and others talked, but before long a song started, and the program of the evening began in earnest. Ballads, old favorites, parodies rang out on the night air, with sometimes rather weird harmony to spice the singing. For hours these songs were sung with rarely a repetition, the record being five and a half hours without repeating a song. The reader could not have missed seeing an elderly lady somewhere in the assemblage, with young, twinkling eyes and a kindly face. She was Mrs. Orra

At the conference which was held at Mt. Cardigan, 1936

Photo by Laura C. Allen

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Enjoying the view from an Alumnae lean-to during College Week, 1935

Photo by Laura C. Allen

Phelps, chaperone for the outing; there is none better, in the opinion of those who know her.

In the winter most of the same students strap up their skis and poles and travel to some center for a ski week-end. These have been held on Mount Washington and Mount Moosilauke in New Hampshire, Mount Mansfield in Vermont, and at North Creek, New York, at various times during the past seasons. By day they ski, and at night they sing, as at College Week.

These outings are experiences never to be forgotten by those who have attended them. They are run under the auspices of the Intercollegiate Outing Club Association, which was founded in the Dartmouth Outing Club cabin on the top of Mount Moosilauke, N. H., in 1932, when that club called a conference of representatives from nine college outing clubs. It was decided that there should be but one officer, an executive secretary, who, with two more, would act as an executive board of three, each from a different college. The various outing clubs became members upon payment of small annual dues. They receive in return copies of the I. O. C. A. Bulletin, issued three times a year by the executive secretary and the privilege of participating in the I. O. C. A. activities. Members of the board are in charge of the conference each spring, and of College Week, each second week in September. A ski week-end during the winter completes the planned schedule.

The wide range of activities sponsored by college outing clubs has attracted an ever increasing participation by students. Some prefer to ride horseback, others to roam the hills on foot, some to canoe, to ski, or to fish and hunt. The greatest appeal, however, has generally been found in mountain climbing and skiing, and it is these sports that have been officially sponsored by the I. O. C. A. In the early years of the organization the numbers who attended College Week were small in comparison with what they were last year. For the last two years College Week has been run by the Union College Outing Club, and in the Lake Colden region of the Adirondacks because nowhere else could there be found a region with a sufficient number of shelters grouped in a small enough area. Not one, but three ski week-ends were held last winter, and last autumn the Dartmouth Outing Club ran a fall week-end for hiking at Spy Glass Hill Farm, below Mount Moosilauke, to which ninety-five came to hike in the rain on Moosilauke and the Franconias. It is likely that during the winter sports season of 1936-37, ski week-ends will have to be run on successive week-ends to take care of those who want to enjoy them.

These photographs were taken by Miss Laura C. Allen of New York City, a member of the Intercollegiate Outing Club Association. It is through her courtesy that we are reproducing them here.

Thirty outing clubs from the following colleges have joined the association: Amherst, Antioch, Barnard, Bates, Brown, Colby, Connecticut College in New London, Dartmouth, Den-

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Juggling With Jingles and Jargons

By

IRMA THOMPSON IRELAND

Do you remember the jingles you used as a child to "count out" for games? They will come back to you as you read this article!

WHO DOESN'T remember the foolish little jingles and senseless combinations of syllables we used when we were children to "count out" in games? Our own children have carried on with many of the old ones and any number of new variations. No doubt it will keep on going as long as children love to play games, skip rope, or bounce a rubber ball.

We all remember such old stand-bys as: "Eenie, meenie, miney, mo," etc., and from grandmother's day:

"Intry, mintry, cutry, corn;
Apple seed and apple thorn;
Wire, briar, limber, lock;
Three geese in a flock;
One flew East, and one flew West;
And one flew over the *cuckoo's nest!*"

Here is another old-timer with the third line missing. Who can supply it?

"One-ery, two-ery, tickery *tee;*
Halibo, crackibo, tender-*lee;*
.....
One, two, three; out goes *he!*"
(Or she, as the case may be.)

From my own remembrance of District School days in the Middle West:

"Monkey, monkey, bottle of beer;
How many monkeys have we here?
One, two, *three;* out goes *she!*"

From out of the past comes also: "Rich man, poor man, beggar man, thief; doctor, lawyer, merchant, *chief!*" And for the good old game of Hide-and-Seek, the one who is "it" must blind his eyes and call at the top of his voice: "A bushel of wheat, a bushel of rye; all that's not ready, holler *I!* A bushel of wheat, a bushel of clover; All that's not hid, can't hide *over!* The owl cries out: to whit! to whoo! Here I come to hunt for *You!*"

Then later, if the hunt seems to last too long, comes the welcome call: "Bumbly, bumbly, bumbly *Bee!* All that's out can come in *Free!*"

Besides the counting-out rhymes there are dozens of incantations used for rope-skipping and bouncing rubber balls. Some of them will be found almost identical in form in Michigan, Indiana, Ohio, Kentucky, Pennsylvania, and in Texas. Who put the queer combinations of words together and what they mean no one seems to know, and the children who use them do not care. For instance, try bouncing a ball to this:

"I love coffee, I love tea;
I love the boys and the boys love me.
I'll tell Ma when she comes home
To pull my hair and break my comb.
Mother, mother, have you heard?
Daddy's going to buy me a mocking bird!
If that mocking bird don't sing
Daddy's going to buy me a diamond ring.
If that diamond ring don't shine
Daddy's going to buy me a bottle of wine.
If that bottle of wine don't flow
Daddy's going to buy me a big pink bow.
If that big pink bow don't wear
Daddy's going to kick it up in the air!"

As far as we know Philadelphia is responsible for this one, also for bouncing a ball:

"All in together, this fine weather;
January, February, March, etc. (to the month of the player's birth.)
All in together for the date of the year:
One—nine—one—four. (1914)
All in together for the date of the month:
One, two, three, four, etc. (to birthday of player.)
All in together for the years:
One, two, three, four, etc. (to the age of the player.)

And in another tempo:

"I lost my arm in the Army; I found it in the Navy;
I dipped it in the Gravy, and gave it to the Baby."

While in Boston we could almost *hear* the ball bounce this one: "One, two, three a-leery; four, five, six a-leery, seven, eight, nine a-leery, *Ten!*"

For the more difficult maneuver of bouncing the ball first on one side then on the other of a sturdy swinging leg this seems to be a universal rhythm, re-

(Continued on page 564)

Mrs. Ireland writes that she will appreciate receiving from readers of *Recreation* jingles, verses, incantations and game routines "typical of American children, no matter what the source, if complete and definitely associated with real children." Mrs. Ireland's address is 98 - 34th St., Newport News, Va.

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A Recreation Executive Considers Recreation in the Home

Is it the recreation executive's responsibility to promote home play? Here is an executive who is sure it is his job to be familiar with all the forms of home play and to stimulate them constantly.

By
RAYMOND QUIGLEY
Superintendent
Parks and Recreation
Fresno, California

Photo by H. D. Barlow, Ridgewood, N. J.

THE FAMILY is the nation's first unit of organization — also its safety. Therefore, the type of recreation that knits this group into a closer unit is not only building a family but stabilizing a nation.

With the present eight-hour day, and an even shorter one in the offing, the boy and girl grown tall, including "Mom and Dad," have time on their hands as well as do the children. All can best use recreation to relax frayed nerves and help to build a happy family group.

The Garden

As gardening is one form of recreation, and because the facilities for many other varieties are to be planned somewhere within the garden, we must consider the foundations of our garden of happiness. Year-round beauty is necessary. Beauty has far more to do with the element of happiness in the family group than is ever realized.

We may think of our garden or yard as divided into four parts: first, the front garden, which as a rule is not laid out for recreation; second, the back lawn and open game space; third, the rustic section, and to the rear of the garden, the playground section.

The front garden benefits the general public as much as the owner. As a rule, the planting is for beauty rather than recreation. With a background of green, and some Nandina, Golden Evonnymous, and Variegated White Myrtle to lend color and variation throughout the year, the passing public should not be disappointed. A splash of purple heather will help at the time of year it is most needed. Distinction in the garden may be further gained by the use of different shrub forms—some oval, round or conical; others, tall and tapering. Open lawn space, summer shade and winter sun space, as well as border planting and proper placements of garden design and facilities for the ever-changing family needs, are possible and often desirable.

Let us next plan the background of our garden. "Edgular" planting should for the most part consist of evergreen trees and shrubs for a foundation. However, deciduous trees on the south and west often prove desirable for the sake of summer shade and winter sun. Permissible exceptions to this permanent green foundation are flowering shrubs and trees for spring and summer blossoms,

and colorful shrubs for bright red or gold autumn leaves. As spacious a lawn as possible should be provided for open play.

Particular care in the choice of flowers which will provide as permanent bloom as possible in your locality will do much to enhance the beauty of the home and furnish cut flowers as well.

Recreational Features

After the garden has been planned for the greatest happiness of the entire family, specific features should be considered. A barbecue fireplace, for example, is as enjoyable to all as is a small children's playground to the younger members of the family. For the pleasure of beauty derived, an "old, oaken" bucket, rock garden, miniature waterfalls, rose garden, arbor or miniature Japanese garden are suggested. A greenhouse, aviary or pool may be welcome additions to the yard where space and desire permit.

The number of recreational features must be, of course, limited, whether the garden is small or large. Those should be selected that will give the greatest amount of satisfaction and recreation to the family concerned. It is well to make the construction of certain features, such as a fireplace, a family project. When built in this manner, they are doubly appreciated, while the mutual planning has wonderful recreational value. Artistic setting, convenience, adaptability, and usefulness should determine the location of each recreational provision in the yard.

Apparatus. Small children will hail the presence of sand box, small swing, turning-bar, and trapeze or rings under the shady arbor. A handcraft table placed with these under the grape arbor will prove a double source of pleasure for both mother and children.

The Barbecue Fireplace. Let us consider more specifically the barbecue fireplace, for it is the feature around which the rustic, back-to-nature part of the garden is built. The fireplace may be made of rough stone for beauty, lined with firebrick for practicability. Rustic benches or sawed-off log seats, rustic table and a rock garden near the fireplace will give a woodsy atmosphere. Arranged to catch the shade in summer, and the sun in the winter, the barbecue corner will be the setting of many happy gatherings. With the beauty of the stars overhead to enhance the charm of gay evening scenes, broiled steaks will prove the crowning glory of your successful family parties.

There are many other entertaining features that occur in the rustic section of the yard. A marshmallow roast goes over in a big way with all ages, and visitors like to be included. The weenie roast will never go out of date for the growing boys and girls, and most of the rest of the family like to join in. Story-telling by firelight is in a class by itself.

We have said a great deal about the necessity of an attractive place for the "happy family group." Now let us be more specific about some practical suggestions that will tend to expand home recreational activities.

Open Lawn Activities

First let us mention those activities that will be played on the open lawn, using the same space for several games, but changing the nets and the lines or goals according to desires and season of play. The same pair of courts will serve for volley ball, paddle tennis and badminton, and they should be placed outside of the side lines of the center of the basketball court if this game is to be played on the same space. Barring room for a basketball court a single goal set up in an out of way spot or even a goal ring fastened to the side of a building will furnish unlimited hours of pleasure to the "teen age" boys and girls.

Recently a basketball goal was taken out in our neighborhood when a new house was built. It had been used almost incessantly by not only one family but several. One youngster expressed the despondency of the crowd when he said, "Aw, there's nothing to do around here any more." Necessity, however, was the proverbial mother of invention, and the goal reappeared in a blind alley. The same expressive boy commented some time later, "That blind alley sees plenty now!"

Volley ball, an old standby in playgrounds, clubs, churches, and Y.M.C.A.'s, should be in just as good favor with the family group. Paddle tennis has made good headway and is deserving of its progress.

The game, however, that is growing in popularity by leaps and bounds and will soon take the country by storm is badminton. This is the game that Canadians play so much, more, in fact, than tennis. Several other countries have played it for years. Badminton is splendidly suited to the "happy family group," as the space required is not large, and the play is adapted to both children and adults. It fascinates both men and women. A game that commands the respect of both old and young and fosters the healthy, wholesome,

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active family play that badminton does is bound to go far in the many homes of America.

Alongside a back fence or building there should be a horseshoe court.

If you are lucky enough to have a space for playground ball, don't leave out this game. An adjacent vacant lot often solves the problem of space. I have seen boys, girls, men and women, playing in a playground ball game, the youngest, a four-year-old girl, the oldest a man of eighty-five. The fine thing was that the entire group was having a splendid time.

Handcraft

To many people handcraft is the only method by which complete recreation can be obtained. The feeling of accomplishment upon the completion of an all-engrossing handcraft project is one of the finest sensations imaginable. The family that becomes interested, for instance, in making a colorful set of backyard garden furniture, is not only having a good time but is doing something useful as well. The moulding of large earthen vases is another project that fosters garden beauty. Basketry is a form of handcraft so varied in both material and shape that its possibilities are unlimited. Sewing, sketching, painting, crépe paper work and lamp shade construction all have their most ardent advocates. For the younger members, miniature aircraft, doll furniture making, kite making, and coping saw cutouts are absorbing examples of handcraft. In winter weather, an attic or unused room can often be used for handcraft.

Collecting Things

Collections are one phase of recreation that should occupy a place at some time or another in the life of every one. A collection of wild flowers pressed for a herbarium makes a delightful family project that brings to attention some of the oft-neglected "little things of life." Collections of insects, rocks, shells, samples of wood, are educative as well as fascinating. Buttons, beads and calico print collections are enjoyed by the younger generation. The collecting of stamps is a hobby that leads all others in popularity.

Dramatics and Celebrations

It is not every family that can utilize dramatics, but it is surprising how many backyard shows are enacted by the children of the nation, and how much these improve with even a little direction. This method of self-expression has done wonders for some children.

Puppet shows are worth while and stimulate the imagination.

Family parties or celebrations on special holidays are a great source of joy for the happy family group that really gets into the spirit of Easter egg hunts, Christmas tree decorations and the like. Carefully-arranged enlargements of pictures of these festivities always go a long way toward insuring success of the event. Family birthday parties should never be forgotten.

"In order to understand life as a whole one must see life in all its various manifestations. I would have my children share life with persons of all age levels and enter sympathetically into their activities, for only then can they regard life as truly full of meaning and loaded with satisfactions that are lasting." — From *Parents and the Latch Key.*

Reading

Reading for the family group may be divided into four or five divisions. Good books are a source of quiet, restful recreation that often is just what is needed by the tired worker. Regardless of the age or the choice of book, the library can always furnish a splendid list for various ages from which to select.

Magazines that are well chosen for the family needs are anxiously awaited each month. Stories and tales of adventure should be provided for the amusement and mental growth of the youngsters.

The newspaper is still another source of reading material which is perused for business purposes, for local and national interest, and for amusement.

Whatever the reading matter, if it is good, it is of sound recreational value.

Music

Countless hours of pleasure may be had in the home through the art of music, in an appreciative, performing, or creative sense. Radio programs are becoming increasingly worth while and not only are they varied to suit all tastes but they are so arranged as to educate the musical discrimination of the public. All types of music, many of which cannot be heard in many parts of the country, are now possible at the twist of the dial — symphony, grand opera, chamber music, dance orchestras.

Of more value, no doubt, is the performance by members of the family (no matter the degree of

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New and Ancient Sports of Hawaii

By ARTHUR POWLISON
Superintendent of Recreation
Honolulu

THE MAJORITY of arrests, reports tell us, are of young people under twenty-five years of age, and most of these are children in their teens. It is apparent that the petty deviltries to which youth turns to work off its surplus energy when no other means are available can easily lead to habits which produce enemies of society.

Yet somewhere along the line the needs of these children could have been met. At some time their habits, both of thought and action, could have been changed to give them an even chance of becoming decent citizens instead of "bad" boys and girls.

Honolulu's "G-Men"

In Honolulu we have a barefoot football league each fall. Thirty teams, classed according to weight, stage battles on our playgrounds every Sunday morning. One of the 145 pound teams is named the "G-Men" and its history is interesting.

In Honolulu, as in all other cities in the United States with a population of almost 175,000, there is the problem of the boy who habitually stands on corners and shows a penchant for getting himself into trouble. He is not bad—yet. But he and his group are rooting themselves into habits of thought and action which can make him bad.

Chief of Police Gabrielson, in 1935, suddenly swooped down on all these boys. They were brought into his office in groups of ten or more. He talked to them. He concluded, "I'm going to form a barefoot football team and you boys will be on the squad. Let's see if you can't keep yourselves busy that way, instead of standing on corners wondering what to do next and coming up with silly answers."

As the next step he looked the city over and asked half a dozen upstanding young fellows, between the ages of 14 and 22, if they would not join his team. They did. The influence of the game itself plus the influence and example of these half dozen boys has been amazing.

Speak to Gabrielson about them and he smiles. "I never have any trouble with boys once they make that team. Nor does anyone else have trouble with them." The team took its name from the first initial of Chief Gabrielson's name but its other connotation is not lost.

Dick Hyland, All-American Stanford halfback of a decade ago, who officiates at many of our Barefoot League football games, states the G-Men are among the hardest fighting but cleanest playing teams in the league. Furthermore, they rarely protest the officials' decisions. Once, when one of the boys grumbled, a team mate shut him up with, "Skip it. Even if the guy was wrong, what of it? Being wrong once don't make him wrong all the time."

Wrong once. Some of the G-Men were wrong once; delinquent boys, boys who were continually getting into fist fights on streets, who ran away from home, who showed tendencies to commit petty crimes because of undeveloped respect for rules of the game of life as it should be played. Recreation helped save them.

I do not wish to give the impression that lack of recreation means a boy or girl is headed into trouble. But it cannot be said too forcefully that recreation *is most likely* to tax the surplus animal energies of youth in such a manner that little pep will be left over to devote to mischief. That is on on the physical side. There is, too, the mental training which comes through the necessity to play the game the way the rules demand.

"We know that a period of delinquency existed during the boyhood of adult criminals; that delinquencies are committed during hours of leisure; that a delinquent is a normal boy gone wrong; that the adult criminal is just a mature delinquent. It follows that prevention of delinquency will prevent crime, and preventive treatment must begin before delinquent behavior becomes a fixed habit."—*Joseph Siegler,* Judge of the Juvenile Court, Essex County, New Jersey.

The Honolulu Program

Here in Honolulu we are fortunate, much more fortunate than many other cities in the United States, in being able to use our playgrounds all the year around. Last year we promoted 163 different activities including plays, music, story-telling, handcraft, radio broadcast-

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ing, camping, boating, boxing, rope skipping, picnics, hobbies, hula contests, sand modeling contests, horseshoe and checkers tournaments, crabbing and fishing contests, insect displays, kite contests, singing and all the more usual forms of athletics such as baseball, swimming, football, basketball, volley ball and soccer. Certificate awards were given the winners of every activity and it was surprising to see how boys and girls scrambled to secure those small printed bits of paper. A total of 1,058,002 participants engaged in the various activities under the direction of fifty-six staff members in thirty-one supervised areas. Thirty-two of our staff members are regular city and county employees; the others are given us by the WPA.

A most enjoyable group of activities are those we may classify under the heading: Na paani Kahiki O Hawaii Nei—which is the lyrical local way of saying the "Ancient Sports of Hawaii." They make, for our barefooted boys, fine playground games. Recently we staged a pageant of these old games, duplicating the manner in which they were played hundreds of years ago under the old native régime. Spectators came from all the islands to see the show which was performed in native costumes. Here is the outline of the pageant.

A Pageant of Ancient Sports

The herald, or ilamoku, enters the arena and blows a conch shell. He then exits and the kahuna, or priest, enters chanting. He takes his position to one side of the field as the king enters, preceded by a procession of eight bearers of kapu sticks, ti leaves, sugar cane blossoms and flower kahilis. The kapu sticks are in effect policemen. When they are placed before the platform upon which sits the king and his lovely daughter no commoner may venture inside them.

At the proper moment the king rises and says, "Keia ka la i hookaawaleia no na hana hauoli. O-ka moho, iaia ka eo, iaia e lilo ai ka hanohano o-ka kamalii kaikamahine alii." He has said, "This is a day set aside for recreation. Now, whatever candidate wins the games will have the honor of marrying the princess."

For a moment all eyes are upon the princess. Then the kahuna prays to the patrons of the different games and invokes their blessings.

The herald again blows his conch shell, announcing the arrival of the champions—princes—of the eight islands in the Hawaiian group. As they enter the arena they are accompanied by the chanting of the kahuna and are announced individually by the herald. Every prince, with his retinue, approaches the king and his daughter and makes his obeisance. The princess religiously refrains from indicating any favorite among the contestants.

After this ceremony, and while the princes retire to their appointed places, the king calls upon his hula dancers to perform. Then the king announces the opening of the games through the herald, who says, "E hoomaka na le-a-le-a ka la," "begin the fun of the day."

There are nine games, or contests, in which eight princes, or champions, compete. The number nine is chosen to insure a winner; one prince must win at least two of the nine games. Some of the ancient Hawaiian games are:

Hakoko—catch-as-catch-can wrestling within a 12 foot circle. A fall is proclaimed when a contestant touches the ground with any part of his body other than his feet.

Ulumaika — the rolling of a stone along the ground for distance and accuracy. The "stones" we use are discus shaped, of metal, about four inches in diameter.

Honuhonu—hand pulling, which requires good strength and balance.

Puhenehene—a game in which one player conceals a stone under a pile of leaves placed before him. Opponents must state where he placed the stone under the pile. This is judged by watching closely his actions.

Oo-ihe—spear throwing, much like the javelin throw of track and field meets.

Uma — wrist wrestling in which the two contestants kneel facing each other and grasp right hands. The right elbow is placed upon the ground as is the left hand. The object is to force the opponent's hand to the ground. Should either contestant lift his elbow from the ground he loses the match.

Kulakulai — two opponents stand facing each other within a circle. They push each other around, using the palm of the hand to the opponent's chest. Tripping is allowed, and the one who falls, either by accident or otherwise, is the loser.

Kulai-wawae—contestants assume a sitting position within a circle and try to push each other out

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Oakland Organizes Recreation Week

A successful effort to inform the public of Oakland of the play program for children and the leisure time opportunities for adults provided by the city's Recreation Department

LAST YEAR the Oakland, California, Recreation Department held its first annual Recreation Week with the objective of developing the recreation program of the city through as many different media as possible. The fact that a very limited amount of money was available for the venture made it important that all affiliated recreation agencies cooperate whole-heartedly. It is to this cooperation that the week owed its success.

The Procedure

In brief, the following plan was put into effect in promoting the venture:

Printed Programs. A complete outline of the activities for the week was printed and widely distributed throughout the city to organizations, public school officials, and interested persons. On the back of the program were short, concise "Do You Knows?" about recreation in Oakland.

Outdoor Billboards. Placed throughout the city on main arterial streets were twenty-five, six sheet billboards done in bright colors, giving a slogan and outline depicting recreational activity. Space was donated for these and the only cost was the printing of the poster.

Window Displays. Photographs showing several of the city's recreation facilities as well as other recreation material were given prominent space in downtown store windows.

City and Neighborhood Newspapers. Articles, pictures and editorials were generously included in all newspapers during the celebration.

Department Bulletins. Through the regular weekly department bulletin, every employee of the Oakland Recreation Department was kept advised as to all phases of the plans for the week.

Recreation Motion Pictures. A special film showing the variety of activities carried on by the department was assembled and shown to groups.

Radio. Local broadcasting stations in the city gave time generously to the department for talks, "plugs," music, dramatic presentations, during the entire week. The Mayor, District Attorney, members of the Board of Playground Directors and other civic leaders, spoke inspiringly in behalf of recreation. The Music and Educational Dramatic Departments contributed appropriate programs.

Service Club Luncheon Programs. Business and professional men were reached by offering programs before all the leading luncheon service clubs. A good speaker and entertainment by playground community center children's groups found a ready response whenever offered. Such recreation programs were presented before the Lions, Kiwanis, Rotary, Soroptimists, Business and Professional Women's Club, Big Sisters, Executives' Association, and Twenty-Thirty Club.

Open House. All recreation facilities were open for inspection during the entire week. The regular activities were offered at all playgrounds, and special emphasis was placed on demonstrating the extensive recreation program.

One evening was set apart for a motor-caravan tour of some of the night recreation centers, where demonstrations were offered in badminton, archery, basketball, volleyball and other games Night-lighted playgrounds, tennis courts, horseshoe pits and community centers, as well as the shops of the Division of Construction and Maintenance, were visited.

Sports Carnival. One of the featured events during the week's program was the Fourteenth Annual Sports Carnival, patterned after the Olympic Games, put on by the Industrial Athletic Asso-

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WHAT RECREATION WEEK DID

Put the program before the public.

Created a better understanding of the work on the part of our citizens.

Brought out the extent and variety of the program offered.

Reached groups of individuals who knew nothing of the Department.

Was an education to members of the staff.

Increased participation.

Demonstrated there is something interesting for the leisure of all.

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A Puppet and Marionette Shop

By ROBERT L. HORNEY
Superintendent of Recreation
Danville, Illinois

WHAT IS THERE more fascinating to child and adult alike than a foolish, flopping, gaudy, lovable puppet? Within the heart of every human being there must be some inborn flare for the theater. Perhaps that is what makes every visitor to a puppet and marionette shop try out the funny little hand puppets or pull the strings of a marionette with unskillful motions—yet with the delight of a child in winding up a new toy. And don't think you're too sophisticated to succumb to the lure of these little fellows! For when you see a ridiculous-looking monkey going through his antics, even standing on his head, he'll get into your blood, too, and you'll laugh with very real enthusiasm.

Characters made for one of the plays dealing with the history of Illinois

I wish you could all come with me for a visit to the Danville Puppet and Marionette Shop. It is one of the busiest and most fascinating places you'll see for some time. The shop is housed in the basement of the Y. M. C. A., and as you come down the stairs, you will be greeted with the noise of buzz saws and hammers and your nostrils will quickly detect the smell of oil, paints, paste and shellac, and a general feeling of activity and excitement will run over you. This work of making puppets is fun! As you glance around from face to face of the workers, you immediately sense that this business of making puppets is the greatest fun in the world.

The puppets and their stage are taken in turn to the four community centers and from time to time to the Children's Home, Veterans' Administration Facility for Disabled Soldiers, the Home for Aged Women, PTA's, schools, churches, luncheon clubs and other places. But while plays are being put on each week around the community, the main project of the shop at the present time is the depicting of the history of Illinois through a series of short marionette plays. This plan entails a great deal of research work and keeps two workers busy probing into the many interesting historical tales about Illinois, delving into library books and writing the events into suitable stories and plays. Following the research, the shop artists make color plates of the historical characters in the stories selected. Then the real work of marionette construction begins.

At the end of the shop from which all the noise seems to come is the body part section. Here the characters' bodies are carefully carved of wood and the legs and arms are attached. One worker devotes his entire time to making shoes and feet. This section is an experimental one in which the workers constantly invent and try new methods of joining the parts and stringing the marionettes.

Modeling the heads is done from a pliable commercial plasticine. The clay is worked into shape by the modelers who are able to make any character they desire, from an Indian chief to a mouse

or a fat pig. It is especially interesting to the visitor to watch this process and see the lump of clay develop into an animated character. When the heads and necks are molded, two workers begin to cover the head, applying first a moistened paper napkin and then pasting on bits of paper toweling until five layers have been put on. This makes a firm but light head. After the paper is dry the clay is removed by cutting the back of the head from the front with a sharp razor blade and digging it out. The head is put together again by pasting paper over the crack. Now the little figure begins to take life. When the head is dry the artists paint the features and hair. This is a job requiring skill and patience.

Adjoining the painting table is the sewing table where clothes are made for the puppets and marionettes — lace neck ruffs for the clown, beaded leather jackets for the Indians and corduroy jackets for the foolish monkeys. Many of the puppets and marionettes already have been completed. When each is finished it is carefully marked and placed in a gingham bag hung from a hook. This prevents breakage and soiling and the tangling of the strings. Lining one wall of the shop are boxes on shelves, indexed, and containing heads to be painted, puppets and marionettes to be dressed and extra parts.

In the center of the shop stands a new collapsible and portable puppet stage, the product of the inventive genius of a number of different people. The stage is painted white with draw curtains of silk pongee bordered in bright red and blue. The demand for puppet plays in various places has made the construction of more stages a pressing problem.

In addition to the puppets and marionettes, the Danville shop has made over fifty giant and grotesque heads for parades and pageants. They were first used for the summer playground circus parade. Since that time we have been asked to parade them in the Danville merchants' Hallowe'en demonstration, and now we are remaking old and making new figures for the Danville merchants' Christmas parade. When not in use these many masks, covered with muslin, hang from the ceiling of the shop. They include dogs, giraffes, pirate faces, Maggie and Jiggs, Pop Eye, Mickey and Minnie Mouse, Felix, and many other characters.

About the whole shop there is a professional air, yet the work has all been done by inexperienced people. The project is sponsored by the city's Recreation Department, but supplies and personnel are provided at the present time through WPA funds. It is hoped that through this project the work will be introduced to the children in the community centers, children in homes, churches and schools. Already the interest in the art of puppetry is expanding far beyond our own craft shop. Classes will soon be established in the four community centers where demand is great. Daily calls come into our office inquiring about this project and seeking help to establish classes or shops. We shall soon have a much larger building where we hope to carry on instruction classes and produce puppet plays for public entertainment.

Fifty of these huge, grotesque masks were made for use in the circus parade. They also appeared in the Hallowe'en and Christmas celebrations

Newburgh's Novel Skating Rink

NEWBURGH, NEW YORK, has a novel skating rink designed by Douglas G. Miller, Superintendent of Recreation, after much experimenting with rinks of various types. The rink was constructed in 1934 as a CWA project from plans and specifications furnished by Charles Woodhull, city engineer.

Courtesy Newburgh Recreation Commission

Rink Construction. The rink is unique in the fact that it is in the form of an oval track instead of the usual rectangular shape. This arrangement provides better facilities for long distance skating and requires less upkeep for the amount of distance furnished. One-sixth of a mile long and 40 feet wide, the track has retaining walls of concrete which are 14 inches high and 16 to 22 inches deep. This winter a new feature makes the track even better than it has been. This involves a surface of asphalt which allows the rink to be flooded and frozen both earlier and later in the season.

Lighting. The lengthening of the skating day through the evening, moon or no moon, was accomplished by members of the city's Lighting Service Bureau, who, in cooperation with civic authorities, prepared the specifications for lighting the track. The circular path of light, designed for this particular track, is a kaleidoscope of speeding forms and colors as the skating teams flash around the course in their uniforms of red, green, purple, yellow, maroon and blue, mingling with the other skaters in their bright winter sports wear. The lighting system, installed in the summer of 1935 and first used last winter to replace a makeshift arrangement of two flood lights, was planned to focus the maximum amount of illumination on the track, without wasting it on the area outside, and to provide well distributed illumination without casting confusion shadows across the track and without allowing light rays to glare into the skater's eyes. Eighteen metal standards, spaced 50 feet apart and standing 24 feet high, support the porcelain enamel angle reflectors, each of which contains a 300 watt inside frosted lamp at a height of 22 feet. The system is operated in four circuits controlled by switches inside of the shelter house building, and the lights can also be operated individually by a separate switch at each pole.

Maintaining the Ice. Four one-inch hose connections provide for flooding the track, with 110 feet of hose covering about 200 feet of rink. Each night ice clippings are scraped from the rink with a Myers snow shovel attached to a truck, which also makes quick work of snow. Rain and thaw water are easily drained from the surface of the track by side outlets.

The Rink in Action. Last season the Delano-Hitch Skating Club of 72 boys and men was organized under the leadership of the recreation staff. Divided into six teams of twelve members — four juniors, four intermediates and four seniors—with a coach for each team, the skating club last season held seven weekly meets with from twelve to fourteen events each night. Each team has skating uniforms in its own team color which were purchased with funds raised by the boys themselves.

The important and exciting chapter in the doings of the skating rink, which the new skating club is writing with swift blades of steel, is one of the many community activities conducted here for the enjoyment of thousands, for Newburgh schools and organizations keep the rink a busy center of sporting events. During the past season of fifty-four actual skating days the attendance records showed a total of 55,375 skaters and 15,585 spectators.

Raising the Funds. To raise money for the expenses of the skating club the Recreation Commission has devised membership certificates 8 by

(Continued on page 566)

A Community Children's Theater Grows

By ALYCE SHELL
Children's Theater
Palo Alto, California

IN THE SMALL city of Palo Alto, California, there has flourished and grown to maturity a community children's theater, so beloved by the city as to be municipally subsidized—an arrangement rarely to be found in children's theater projects throughout this country.

Until recently, Palo Alto's Children's Theater was self-supporting, but the salaries of its staff members are now paid by the city, which arranges its budget, collects its receipts and dispenses its funds. An advisory board of eighteen women assists in administering the organization, determining policies, and reading and selecting plays for presentation. This group of women is chosen from various fields and includes representation from the parent-teachers association, public library, school department, clubs, music organizations, private schools, businesses and professions, and social groups.

From a small organization, venturing only to produce plays requiring the payment of no royalties because of the expense, it has developed and become so large a part of the recreational program of Palo Alto, that now, after four years, it can safely present such expensive plays as "Peter Pan," "Treasure Island," "Pinocchio," "Tom Sawyer," to name only a few of the offerings of the past year.

A Building of Its Own

Having functioned for half of its life in the splendidly equipped civic theater, a part of the community center donated by Mrs. Louis Stern of Palo Alto, the children's theater is about to move into its own building. This is a wing of its present home, and a further gift of its generous donor. The new theater will have a beautiful little auditorium and roomy stage, an ample rehearsal hall, workshop, airy dressing rooms, costume and sewing rooms, offices, foyer, and rest rooms, and a very large play room in the basement. When, by the beginning of the new year, the organization has moved from its present quarters it will continue its regular policy of operation under the capable supervision of its general director, Mrs. Hazel Glaister Robertson.

In *Recreation* for September 1934, there appeared an article telling of the activities of the Community Children's Theater of Palo Alto, California. More than two years have passed, and in that period so many developments have been recorded that we are continuing the story of this unusually interesting project in children's drama municipally conducted and financed.

A small theater membership fee of fifty cents a year is asked of each child participating in its activities, as this membership produces the desired effect of giving the children a sense of ownership in their theater, and a feeling of close affiliation with its development throughout the years. This membership fee entitles the child to participate in all of the theater's plays and recreational activities, and admits him free to all workshop productions during the year.

Types of Plays Offered

Two types of plays are offered — the major plays and the workshop plays. The former, always under the direction of the general director, include full-length plays for which royalties are usually paid and admission charged—twenty-five cents for children and fifty cents for adults. The workshop plays are shorter presentations either of original manuscripts, or selections from some collection of plays for which no royalty is required. These are generally directed by an assistant or by volunteer workers. During the past summer a group of outdoor workshop plays was directed by some junior college and high school students, thus offering opportunity for them to test their abilities and supplying recreational occupation to fill their summer days. Admission to the workshop plays is by membership card or on payment of ten cents for children and twenty-five cents for adults. A major production is offered approximately each month; workshop plays on an average of six times during the year.

So fascinating has this game of acting become to Palo Alto's children that they throng the

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theater daily asking, "When can I be in a play?" "When is the next play going to be?" "When can I try out for a play?" Try-outs are always announced in the local newspaper, and if the play is sufficiently enticing, as "Peter Pan," "Pinocchio" and "Snow White" proved to be, over a hundred children ranging in ages from three to sixteen years will appear to read bits of the script and "try their luck" at securing parts. Particular emphasis is stressed on the development of the individual child, and for that reason each child is given to understand explictly that he need not possess any dramatic ability whatsoever to be placed in a play, he is never made to feel inferior. It is never too much trouble to dress up a child and let him carry a spear or a wreath of flowers, and the satisfaction to the child is most important to his development. Naturally, the children with dramatic talent are given the leading parts, but no child is placed in a prominent role more than twice a year.

In order not to overtax the young actors, the performances of the major plays will be given in the new theater over a period of several week-ends to accommodate the large audiences. Workshop plays are usually offered only once and occasionally twice.

Summer months are busy days for this theater which has operated for three years a summer school including swimming, speech arts, orchestra, theater art, sketching, puppetry, all types of handcraft, sewing, dancing and various other activities. A small fee is charged for each course, the teachers being remunerated on a percentage basis from the total intake of fees in their several classes. In this manner it is possible for the summer school to support itself.

The costume department has grown to such proportions that racks upon racks of costumes line its wardrobes and new costumes are being created continually. As a result, the theater has established a satisfactory rental business in the city. To schools and churches costumes are loaned free of charge, but a very small fee is required for other groups.

Courtesy Community Children's Theater, Palo Alto

Drama Plus

In order to develop a full, well-rounded recreational program, on Saturday mornings the Palo Alto children's theater digresses from the actual business of rehearsing and presenting plays and during the three active hours of the morning it offers a handcraft class for which a large group of children register, a dramatic class, a ballet dancing class, a rhythmic class, a theater routine dancing class, two groups of interpretive dancing and at various times other types of classes. These classes are offered free of charge to members of the theater who have paid their annual dues of fifty cents. The instructors are paid by the organization. The efficiency of the theater having been recognized by Stanford University and the city's Board of Education, with which the project is definitely allied, it also has the benefit of student teachers who, in exchange for credit in the field of education, offer story reading to groups, and assist in rehearsals of plays.

Stage sets, designed by experienced artists, very often volunteers, afford the principal field of activity for high school students in the theater who contribute their services for painting, carpentry and stage shifting.

Throughout the period from July 1935 to July 1936 approximately one thousand children took part in the various activities of this children's theater. This number represents a very satisfactory proportion in view of the fact that Palo Alto's school population is only 3371 children, 1014 of whom are high school students with very little time to devote to the activities of the theater.

With the opening of its new home greater enthusiasm will doubtless result, and the coming year will witness a greater growth.

World at Play

Courtesy Michigan Department of Conservation

Michigan's Newest State Park

MICHIGAN'S newest state park will include the Tahquamenon River Falls, which, states *Michigan Conservation* for October 1936, are not equalled between Niagara and the Rockies. Nearly five miles of this wide, majestic stream, from a point half a mile above the great upper falls to a point half a mile below the beautiful lower falls, are coming into state ownership. After many months of negotiation between state and government representatives and private owners, the National Forest Reservation Commission has purchased the five mile section of the stream containing the falls and rapids for the purpose of conveying it to the State of Michigan in exchange for desired state-owned parcels within boundaries of the Hiawatha and Huron national forests. The area along the river acquired by the Commission contains 2,200 acres of densely wooded water frontage and uplands. The country has always been, and remains today, a wilderness region penetrated by few persons, and its remoteness and inaccessibility will always be among its potential attractions. There will be no automobile road directly to the falls and camping will not be permitted.

Congratulations to Lancaster!

THE Lancaster, Pennsylvania, Recreation and Playground Association, of which Grant D. Brandon is Secretary-Superintendent, reports that a referendum for the purchase of permanent recreation centers was carried at the November election by a vote of three to one. The question which appeared at the top of the voting machine ballot was: "Shall the indebtedness of the city of Lancaster, Pennsylvania, be increased in the sum of Fifty Thousand Dollars ($50,000), for the purpose of providing funds for or toward the acquisition of lands and equipment for playgrounds in the city of Lancaster, Pennsylvania, and for the payment of all land damages and all expenses incidental thereto?"

Skiing Trails and Jumps

THE interest in skiing which has swept the country has resulted in the publication of a number of new books and also of pamphlets and circulars. The State Planning and Development Commission of Concord, New Hampshire, has issued a map of New Hampshire's ski trails giving complete information regarding trails and ski jumps. It has also issued "Do's and Dont's on New Hampshire Ski Trails." New York State, through the Bureau of State Publicity, Conservation Department, Albany, has published a pamphlet entitled "Ski Trails of New York State" showing the location of the trails and giving detailed information regarding them and the sections in which they are located. The New York *Herold Tribune* has issued an attractive folder entitled "Ski-Tips" which pictures and describes the correct downhill running positions, the elementary turns, and the fundamentals of climbing uphill.

An "Artist in Residence"

THE University of Wisconsin announces the appointment of John Steuart Curry, one of the country's leading artists, as "artist in residence" at the University. This appointment initiates a new movement which civic, educational and art leaders believe will exert a far-reaching

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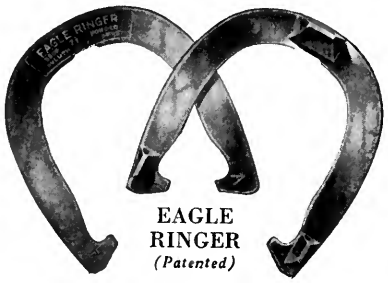

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influence on the cultural life of the state. The terms of the appointment are unique in that while Mr. Curry's appointment is a general university appointment and he is to have contact with all phases of the university life, he will sustain a special relation to the work of the College of Agriculture with the rural youth of Wisconsin. The new undertaking represents an added opportunity for a more general appreciation of art upon the part of the rural residents of the state.

Science Clubs at a Settlement—On January 3rd, Elizabeth Peabody House of Boston, Massachusetts, held a Science Fair at which were exhibited models showing the effects of erosion, metals from ore to finished products, and fluorescent minerals. There were demonstrations on the dyeing of textiles, electrolysis of water, the building of well balanced aquariums, the planning of meals, and the composition of foods. Boys and girls from eight to eighteen demonstrated the exhibits. One of the most unique exhibits was "Wizard—the Chemical Man," constructed by a high school boy from pieces of glass, iron and rubber tubing at a cost of less than a dollar. The "man" digests food, responds to pain, winks his eyes and pumps blood through his veins. One hundred and fifty boys and girls are members of the science clubs developed at Elizabeth Peabody House, where with the aid of fifteen volunteer specialists in various fields of science, a department has been built up which provides free after-school classes and clubs in the sciences covering chemistry, nature study, biology, photography and physics.

A Branch Museum on a Playground — The Museum of Natural History of Cincinnati, Ohio, and the Recreation Commission have entered into an interesting cooperative undertaking whereby the Museum will establish its first branch at the C and O Playground. For the past few months, under the leadership of the naturalist at this playground, the children and their parents from the West End have brought together a most interesting collection of flora and fauna. While the specimens are of very great interest, they have been improperly housed because of lack of space. The Museum of Natural History has become so interested in the results achieved that it has undertaken to provide the necessary cases to house the specimens collected by the neighborhood and also to supply considerable auxiliary material.

A Municipal Flower Show — *The American City* for December 1936 tells of a municipal flower show planned by the city gardener of Schenectady, New York, which was held for two days in September at Central Park. Not only did the display include flowers grown in the park but garden clubs and schools were invited to send exhibits, and the response was surprisingly large. "Adirondack" chairs were placed about the grounds so that the visitors could study the exhibit at their ease. Tables were provided for cut flowers. The garden study department of the Womans Club devised a number of effective arrangements, and school children made a creditable showing with miniature rock gardens.

Tennis Courts in Trenton — Trenton, New Jersey, boasts of thirty-five new asphalt surfaced tennis courts in different playground areas of the city. The excavating and foundation work was done by WPA labor, a foundation of four inch waterbound macadam having been laid and rolled. A binder course consisting of crushed stone, sand and Trinidad Lake asphalt cement was mixed hot,

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hauled to the job and compacted to a thickness of one and a half inches. A wearing surface of sand, crushed stone and stone dust made with Trinidad Lake asphalt cement of 60 to 70 penetration, was also mixed hot, hauled to the job and compacted to a thickness of one and a quarter inches with heavy rollers until the wearing surface was absolutely level. A total of 23,706 square yards of surfacing was laid on the thirty-five courts in the five different playground areas, the largest number of courts being installed at the Trenton High School atheltic field.

The Conservation of Natural Resources—The New England Wild Flower Preservation Society, whose headquarters are at Horticultural Hall, 300 Massachusetts Avenue, Boston, issues a series of leaflets designed to aid in the conservation of natural resources. The Society provides lectures on wild flowers with colored slides to anyone desiring to use them. All lectures are free to schools, but there is a fee of $5.00 and express charges for the use of the slides and written lectures to clubs and other groups.

A Course for Volunteers in Washington—From November 10th to December 8th the District of Columbia Department of Playgrounds, in cooperation with the Junior League and the staff of children's hospitals, conducted a training course for volunteers desiring to carry on play activities for children in hospitals. The course, which was given in eight periods, covered such subjects as child psychology, story-telling, handcraft, games of various types, and hospital organization and procedure. The majority of the sessions were held at children's hospitals but one was held at the Central Public Library where children's books and the services of the library for children were discussed.

Southern Section of A. P. E. A. Meets—The tenth annual meeting of the Southern Section of the American Physical Education Association will be held in Houston, Texas, with headquarters at the Rice Hotel on March 17-20, 1937. Mr. H. T. Taylor, Supervisor of Physical Education in Louisville is president of the section. An interesting program has been planned, including ad-

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dresses by Dr. C. L. Brownell of Teachers College, Columbia University; Dr. W. W. Bauer, Director, Bureau of Health and Public Instruction, American Medical Association, and Mr. Ernest Thompson Seton.

Bowling in Lexington—"Lexington women," reports the *Lexington, Kentucky, Leader,* "have taken to bowling in a big way." Every Monday night under the auspices of the Playground and Recreation Department members of the Lexington Women's Bowling League meet to enjoy this sport. In a two weeks' period nine teams of four members each were organized and twenty or more occasional players. Junior Leaguers and private secretaries, college co-eds and women executives, social workers and homemakers are among the recruits to this ancient sport which was introduced into the United States in colonial times from Holland and which originated in Germany and the Low countries.

Handcraft Classes—The Recreation Department of Troy, New York, has started an innovation in its winter program and, for the first time, is sponsoring handcraft classes in the public schools after school hours. This activity has always been a popular one in the summer program, developing more each year in standards and skills achieved, but because of the tremendous amount of interest displayed by the children this past summer, the Department decided to continue this activity as part of its regular winter program to provide activities for boys and girls who are not interested in athletics. The projects selected for construction are chosen for their carry-over value. Through the cooperation of the School Department classes have been formed in two schools and approximately a hundred children have enrolled. The children come directly from their classrooms at 3:30 and are provided leadership and instruction until 5:30. Because of the limited facilities and the increase in attendance, it has become necessary to stagger the classes.

In the Field of Mental Hygiene — The twenty-seventh annual luncheon of the National Committee for Mental Hygiene, held in New York on November 12, 1936, drew a record attendance of medical and lay members and others interested in the mental hygiene movement. Approximately 700 people filled the grand ballroom and its galleries at the Roosevelt Hotel.

The program centered chiefly about the problems of and trends in research. The alarming increase in the number of cases of Dementia Praecox calls for a coordination of all forces in the social set-up. Housing, recreation and security, it was stated, must all be a part of the future program and emphasis must be placed on prevention rather than treatment. The mental health of children is of supreme importance. Present trends in mental hygiene were said to center on education, better and more hospitals, mental health of children, better and more clinics and personnel, and a new emphasis on research.

A Conference on Beach Preservation — On September 24th and 25th the American Shore and Beach Preservation Association held its annual meeting at Los Angeles, California. The association was formed as the result of a desire on the part of public agencies and officials responsible for shore protection and the administration of public beaches to exchange information and opinions on mutual problems. Its members are city, county, state and national agencies of government and their officers concerned with the preservation of shores and beaches, and inter-

ested public-spirited lay individuals and organizations. About 200 people attended the conference at which such subjects were discussed as legal problems of California beaches, shore line phenomena and research, and the problem of oil pollution of the beaches.

Oakland's Industrial Athletic Program — 1935 saw a banner year for the adult recreation program of the Oakland, California, Industrial Athletic Association, according to the annual report of the Board of Playground Directors for the year ending June 30, 1936. Membership reached a new peak with eighty firm members representing 32,000 employees. 4,984 members participated in twenty scheduled events with an attendance of over 76,000. Softball and basketball proved the most popular sports for the performers, while ice hockey was the most popular with spectators. Badminton presented a new appeal to the members of the association. Outstanding among the increased activities was the annual sports carnival in which 1,310 members took part.

Louisville's Hiking Club—For seven years the Division of Recreation of Louisville, Kentucky, of which Walter R. H. Sherman is superintendent, has sponsored a Hiking Club. The membership of this club is now 250 and the average attendance on each hike is between fifty and sixty. The club issues a bulletin, "The Open Road," which is unusually attractive from an artistic point of view. It was cut from a linoleum block in the Arts and Crafts Department of the Division of Recreation and is printed on tag board. Each month the program for the month is hand lettered and the posters are placed on bulletin boards in the public library, branch libraries, churches and schools.

The Passing of Lorado Taft

(Continued from page 528)

constructive addresses and to take part in worthwhile discussions that have a direct bearing on making both better and more beautiful the communities in which we live.

This brief summary of the activities of this able leader reveals clearly that he was in the truest and best sense an Illinoisan. He came up out of its soil to which he has returned. In accordance with his request and in keeping with the wishes of his family and most intimate friends his ashes were scattered in the Taft Circle of God's Acre in Elmwood, his birthplace. Looking back over his long

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Business Digest, January 1937
Increasing Recreation Facilities

The Nation's Schools, November 1936
Wanted—"Play" Programs, by D. C. Todd, M.D.
Planned for Play, by Wesley Sherwood Bessell

Planning and Civic Comment, October-December 1936
Texas Roadside Parks, by Herbert Maier

Leisure, December 1936
Whittling as a Creative Art, by Suen Collins
Building the Home Museum, by Julian D. Corrington
Ten Times Host to 102, by Clifford Parcher

Leisure, January 1937
Hobbies I Have Ridden, by William Henry Spence
Let's All Sing, by Stanley Rough
Which Way Leisure? by W. W. Willard
Ice Hockey, by Bertha R. Parker
The Little Theater as an Avocation, As told to Alec Franc by Walter Huston

The Journal of Health and Physical Education, January 1937
Play vs. Work in the Gymnasium, by John M. Harmon, M.D.
Up-and-Downhill Skiing, by Harold M. Gove.
Volleyball the Game for All, by Robert E. Laveaga

The Oklahoma Teacher, January 1937
Play Skills and Social Adjustment, by Margery Hawley

Hygeia, January 1937
Skiing and Its Health Aspects, by Walter Mosauer
Character Education on the Playground, by Edith Creed Fisher

The Grade Teacher, January 1937
Fraction Fun, by Emma C. Rickey

Character, January 1937
Community Music Confuses Our Youth, by Martha Cruikshank Ramsey

Parks and Recreation, December 1936
Related Park and Recreational Problems, by Conrad L. Wirth
Wisconsin Park and Recreation Workers Meet
A Playground for Thespians, by Samuel N. Baxter
Politics and Recreation, by David M. Saxe

PAMPHLETS

Directory of Recreational Facilities in Borough of Queens
Bureau of Information and Inquiry, Department of Public Welfare, Jamaica, L. I.

Directory of Recreational Facilities in Borough of Brooklyn
Bureau of Information and Inquiry, Department of Public Welfare, Borough Hall, Brooklyn, N. Y.

Report of the Chief of the Forest Service, 1936
Government Printing Office, Washington, D. C. $.10.

Second Annual Report of the Chicago Recreation Commission, 1936

First Annual Report of the Chicago Park District, 1935

Milwaukee Municipal Athletic Association Annual Report 1936

Indiana Association of Park Departments — Report of 21st Convention

Public Recreation in Decatur
Report of the Community Recreation Association for 1936

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and successful career those who have known him best can say of him, as Tennyson said of his best friend, "He wore the white flower of a blameless life."

The Boys' Club and Juvenile Delinquency

(Continued from page 530)

the task of any one agency, but requires the concerted attack of a coordinated community program in which all preventive and remedial services must be integrated.

During the five years following the four year study, the club has put in operation many of the recommendations of the study:

1. Record keeping more efficient
2. Attendance improved and turnover reduced
3. Psychiatrist added to staff
4. Handcraft and shop work added
5. More time in gym for boys
6. Representative of Bureau of Attendance of Public Schools has been added to staff to route all known truants in area into club.

Why Folk Dancing?

(Continued from page 538)

lacking in beauty and can carry no tradition with it. It is a dance form for the individual, not a form into which everyone can enter as he can enter into the folk dance where so much sincere joy is created.

With the passing of folk dancing, the loss of something fine was felt, the loss of something with which one could be genuinely entertained. Too much ragtime and too much dissipation have come to sour the mouths of those who dance, and so they look back to the dances of their ancestors to find in them the true beauty and the lasting pleasure which is there.

Folk dancing has been taken from the shelves, it has been dusted clean so that it can be seen to be not just a silly "ring-around-the-rosie" dance form, but something of great value aesthetically, historically and nationally. It can be said that folk dancing is the one form of the dance that will survive, regardless of how often it may be pushed aside to make way for the faddists. Each time it is resumed it is entered into with greater enthusiasm.

Our knowledge of the various national folk dance forms will improve our knowledge of the national groups they represent, and when we are in the company of some particular national group, we can derive the pleasure that comes from knowing that we, too, can take part in their fun—in their dance.

Let's All Go to School

(Continued from page 541)

of expense, the dollar enrollment fee practically paying the entire cost. On most classes, under the state laws of Wisconsin, about 30 per cent of the teacher's salary is returned to the school in the way of state aids.

The day school charges the night school only such operating expenses as are over and above the necessary day school expenditures. This includes such costs as heating, lighting and supplies used. The average tax levy for the last five years has been slightly in excess of $19,000, the average tax rate 61c per $1,000 assessed valuation. In other words, the average taxpayer with a home assessed at $6,000 has paid $3.66 for class work, recreation and Sunday afternoon lectures.

With the changing aspects of modern civilization which force every individual periodically to "catch up," with the great investments in school buildings and equipment remaining unused during a large part of the year, with the paramount need of everyone's securing community contacts and an understanding of governmental problems, the opening of school buildings for adult activities where "Everyone Goes to School" should be the next outstanding development of the great American public school system.

Detroit's Community Night Programs

(Continued from page 542)

the woodcraft department. The Christmas program began at 5:30 on Christmas Eve with a little seven year old girl from the convalescent home at Farmington celebrating her first Christmas out of bed in three years pulling the switch and lighting the 400 bulbs on the tree. This was followed by tableaux on City Hall steps portraying the Nativity and the adoration of the Magi.

Youth Goes Adventuring Out-of-Doors

(Continued from page 544)

ison, Jackson, University of Maine, Massachusetts State, Middlebury, Mount Holyoke, New Hampshire, Pembroke, Radcliffe, Rensallear, Skidmore, Smith, Swarthmore, Tusculum, Union, Vassar, University of Vermont, Wellesley, Wesleyan, Williams, and Yale.

At the conference in May, 1936, run by Smith Outing Club at Newfound Lake, New Hampshire, it was thought that the aims of the association might be better realized through the publication of a printed magazine rather than the informal bulletin of about twenty-five pages which had previously contained club reports of their activities and accounts of I. O. C. A. outing. Howard Cady, of the Middlebury Mountain Club, then executive secretary, put tremendous effort into its production, but it was realized that the purposes of a publication could best be served by the bulletin. During this same conference a long and serious discussion took place upon what the real values of the I. O. C. A. were. It was generally considered that the value lay in the means it provided for bringing together members of the various outing clubs, and in the Bulletin, published three times a year. In one of the three issues club reports of their year's activities could appear, and in the other two, articles of informational and entertainment value on appropriate subjects. In every number there would be an "Odds and Ends" section for humor, and suggestions for food and equipment.

Another new development has been the formation of an alumni body. Many of those who have been connected with the I. O. C. A. in their undergraduate days have been loath to sever their ties with it when they left college. Some have continued to go on the outings through their own clubs back at college, but it has been suggested that their interest could best be served by an alumni body headed by an alumni secretary who would take care of that part of the large correspondence, and maintain contact with the executive secretary. Miss Janet Cutler, Vassar '34, has taken it upon herself to send out questionnaires to interested graduates asking for the times when they might be free to hike, and for their individual activity preferences. She has arranged geographically the names of those who responded, and these will be printed in a copy of the Bulletin so that if they so desire small groups of the alumni may get together to hike in their own vicinities.

It must be clear that there is something behind this movement that has aroused the enthusiasm of the students and enlisted the approval and support of the faculties. It has fostered interest among the students in this healthiest of pastimes, and what is more, it has held their interest after

(Continued on page 564)

Winter Sports Facilities

CITIES OF WISCONSIN, according to *The Municipality* for January 1937, are responding to the demand for municipal provision for winter sports. In Manitowoc, three skating rinks have been provided for hockey and general skating. The fields are equipped with lights, shelter houses and music for the skaters. Plans are being made by the Department of Recreation for a skiing and hiking club. Eau Claire has three hockey rinks, five skating rinks and several smaller neighborhood rinks for younger children. A number of ski and toboggan slides are located in city parks.

There are nine ice rinks distributed through the city of Green Bay so that there will be skating facilities within one-half mile of every child. The Park Department has also provided five sled slides in the city. A toboggan and ski slide has been located outside the city limits in Bairds Creek. In Hudson, three square blocks in widely scattered locations have been flooded by the city and provided with lights, radio music and warming rooms. A professional ski slide has also been built. In Rhinelander two skating rinks have been provided, and a hockey rink and hockey club, as well as a ski club, are planned under the auspices of WPA and NYA. Sheboygan has four skating rinks with shelter houses, and conducts a city ice carnival and Mardi Gras, and a county skating meet. Menomonie has a ski jump, toboggan slide and skating facilities under the leadership of the Park Department.

Similarly in Minnesota, the December issue of *Minnesota Municipalities* states, preparation for winter sports have been made. Authorities in Albert Lea, expect to have three artificial outdoor rinks and one large skating and hockey rink on the lake. All rinks are flood lighted and the cost of maintenance is about $2,000. Citizens of Bemidji, Minnesota, have taken over the sponsorship of a Paul Bunyan winter carnival which will be the greatest of its kind ever held in Minnesota. The program will combine the sports of former years with those of today.

Jackson, Minnesota, has maintained a portion of the Des Moines River as a skating rink. Last year a simple sprinkler was constructed composed of a barrel to which was attached a perforated pipe. This was mounted on a sled and after the skating area was cleaned, the barrel was filled with water and drawn back and forth over the area.

(Continued on page 564)

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The principal playgrounds of St. Cloud this year have skating rinks, and several smaller rinks are being constructed in various parts of the city. A winter carnival, featuring fancy skaters, races and hockey, is being planned. Instructors will be provided at the larger rinks to teach skating. On a large hill at the city limits a toboggan slide is being constructed. A warming house will be built and toboggans made by the NYA Industrial Arts Shop will be rented at a nominal fee. The hill and the parking lot adjacent will be constantly policed. The cost of material for building this slide was less than $90.

Youth Goes Adventuring Out-of-Doors

(Continued from page 563)

they have graduated, and will keep it for the rest of their lives. It promotes good fellowship and feeling between the different colleges, and has the hearty endorsement of every physical education department.

But there is something more to be gained than good fellowship and exercise, for these alone could not arouse such a widespread and permanent interest. This is felt most by those who have experienced an I. O. C. A. College Week or week-end. Some of the more seriously inclined have sat around the campfire and talked about it, but have found it elusive of definition. One thing is certain, that it reaches out to something basic in human nature, takes possession of the whole being as does a disease, and, once contracted, is incurable. However, this is one contagious disease which will make men and women live longer and keep them healthier. It will provide a pleasant activity for their leisure time which they will never outgrow.

Juggling With Jingles and Jargons

(Continued from page 545)

peated as long as the youngster can keep herself and the ball in motion:

"One potato, two potato, three potato, *Four;*
Five potato, six potato, seven potato, *O'er!*"

In San Antonio, Texas, my rope-skipping daughter learned this:

"Teddy Bear, Teddy Bear, turn around, round, round;
Teddy Bear, Teddy Bear, touch the ground, ground, ground.
Teddy Bear, Teddy Bear, show your shoe, shoe, shoe;
Teddy Bear, Teddy Bear, please skidoo, doo, *DOO!*"

And in Louisville, Kentucky: "Red, white, and *blue,* the stars over *You!* How many are there in the sky? One, two, three, four —" etc., as long as she could keep it up.

fersonville, Indiana, across the river:

"Ella, Ella, dressed in yellow
Went down town to see her fellow.
How many kisses did she give him?
One, two, three, four, five, six, etc."

While in Michigan, a favorite rope-skipping jingle was

"Salt, vinegar, mustard, tart;
What is the letter of your sweetheart?
A, b, c, d, e, f, g, etc. (indefinitely.)

And back in Philadelphia:

"Mable, Mable, set the table;
Don't forget the knives, forks,
Salt, vinegar, mustard, pepper;
Cedar, cidar, *Red Hot Pepper!*"

It is interesting to know that Indian children had counting out games also. For instance, this one which is called "N'a-ta-sol-te'-ben."

After counting out one to act as "squaw-oc-t'-moos" or leader the children form into line by each taking the one in front by the dress between the shoulders.

The "counting out" is not very different from that of white children. They place two fingers of each hand in a circle; the one who repeats the doggerel having one hand free, touches each finger in the circle, saying:

"Hony, kee-bee, la-weis, an-les, *huntip.*"

Each finger that *"huntip"* falls on is doubled under and this is repeated again and again until there are but three fingers left. The owners of these start to run, and the one caught has to play as "squaw-oc-t'-moos" for the next game.

To the Indian mind, "counting out" has a significance and even the simple "huntip" is a magic word bringing good-luck, as it lessens the chance of being "squaw-oc-t'-moos."

NOTE: The information regarding the jingles of Indian children was taken from "American Anthropologist," October 1889. "Some Indoor and Outdoor Games of the Wabanaki Indians," an article or paper by Mrs. W. W. Brown, of Calais, Maine, read before the Royal Society of Canada, May 23, 1888.

A Recreation Executive Considers Recreation in the Home

(Continued from page 548)

skill!) upon musical instruments. If more than one instrument is played in a family, much fun can be experienced by the combined efforts of the players. Everyone in the family should learn to play some type of instrument. Often the performer of the Jewsharp or harmonica reaps as much satisfaction as does the harpist or pianist.

Family or group singing is a practice all too often neglected. Those who recall moments spent singing around the family piano will agree that it is a simple delight of deep enjoyment.

Publicity for Home Play

The recreation executive promoting home recreation will find the best channel of publicity through the local papers, and attractive pamphlets sent home from the playgrounds or schools. Occasional newspaper articles regarding the various phases of home recreation and its benefits, followed by a daily section of publicity and pictures promoting a home recreation contest will help make the community "home recreation-minded." Pictures of outstanding home recreation projects will promote the idea as no other method can, for a picture tells a story at a glance. Neighborhood conferences of parents near recreation grounds is a splendid way to promote home recreation and to furnish helpful demonstrations and useful program data.

A beautification and recreation program is just as possible for an average home and yard as it is for a mansion with spacious gardens. Even a tumbled down shack with only a rose bush over one corner, a few hollyhocks at the door and a scattering of petunias and verbenias for color, can be beautiful.

With a big tree at the back with a swing and sandbox under it where children are playing, while Dad and the rest have a game of badminton—this is "home, sweet home" for a happy family group.

New and Ancient Sports of Hawaii

(Continued from page 550)

of the circle using their feet. A fall is called when one is pushed out or falls over on his back.

Mokomoko—a form of stiff-armed boxing.

After each game has been concluded, a joyous dance is staged by followers of the winner. The prince winning the most games approaches the platform upon which sits the king and princess. The king presents his daughter to the victor and the kahuna covers the heads of the young couple with a piece of white tapa cloth as the people cheer and cry, "Hoaa na alii e," This means that the young chiefs are united in marriage. The newlyweds mount the platform to sit with the king, who announces the rest of the day and night should be spent in merriment in honor of the occasion.

As a grand finale to the pageant every one except the royal couple stands and extends his left hand to them as the song "Hawaii Ponoi" is sung.

One of the recreation features in Honolulu for

Cultural Olympics

THE UNIVERSITY OF PENNSYLVANIA, according to its president, Dr. Thomas S. Gates, will sponsor an annual Cultural Olympics consisting of competition in the fine and applied arts among amateurs of all ages. Dr. Frederick C. Gruber of the Roosevelt Junior High School will be director of the movement which will be guided by a committee of six members.

The purposes of the Olympics have been stated as follows:

1. To stimulate through competition and otherwise interest in the arts as worthy leisure time activities
2. To popularize participation in cultural activities
3. To discover and recognize artistic abilities
4. To attempt to provide gifted individuals with opportunities for further study and development

The first year's contests will include four divisions of the arts:

1. Music, vocal and instrumental
2. Graphic and plastic arts
3. Speech and literature — including one-act plays, verse reading, and original prose and poetry
4. Dancing, group and individual

The first competitions will be called for early spring, with the finals set for May. The territory covered will be Philadelphia and some adjacent suburbs comprising about 150 communities. For the first year at least the Olympics will center about the public and private secondary schools and academies.

Samuel S. Fleisher, founder of the Graphic Sketch Club, is playing an important part in the development of the movement. For years he has had in mind a project of this kind involving the arts, and in 1929, speaking at the Recreation Congress in Louisville, he made use of the phrase "Cultural Olympics." In a radio address five years later he again urged the providing of "opportunities for students to indulge in Cultural Olympics, which would lead to such a concern for the soul as has never been known anywhere in the past." Mr. Fleisher is one of the committee guiding the program.

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which we are most grateful is our radio broadcasting. For fifteen minutes every week we have a sustaining program over station KGU. Short talks upon the Commission's activities and music and songs by our playground boys and girls fill the period. Knowing they will "get on the air" if good enough, our music and song classes on the playgrounds work diligently toward that end.

We in Honolulu are working through our recreation program to promote the health and happiness of our boys and girls, to the end that the motto of Hawaii may be realized, "Na mau ke ea o ka aina i ka pono." "The life of the land is perpetuated by righteousness."

Oakland Organizes Recreation Week

(Continued from page 551)

ciation. Over a thousand participants, representing a year's sport calendar of the Association, colorfully demonstrated what progress was being made in industrial recreation.

The Forum. Climaxing the events of Recreation Week, the Oakland Forum, a civic group organized for the improvement of community culture, cooperated with the Oakland Recreation Department in presenting E. C. Lindeman. His address. well received by a large audience, emphasized the importance of recreation in wholesome community life.

Boys' Day and Rally. A program of games for boys on sixty-five city playgrounds, coupled with a giant boys' sports rally in the evening, made Boys' Day, sponsored by the Junior Chamber of Commerce, a successful part of the week's program. A boy from each playground, selected because of ability, sportsmanship, dependability, leadership, loyalty, and service, was honored at the rally and received a certificate of award by the Recreation Department. Prominent college and high school coaches, famous athletes, motion pictures, music and other entertainment contributed to evening program.

Music and Dramatic Festival. An evening program of chorals by our municipal chorus, combined with the presentation of a one-act play by the Community Theater, gave the public an opportunity to see the extent to which municipal recreation has been carried.

Municipal Golf Championship. In cooperation with the Junior Chamber of Commerce the Annual City Golf Championship was included as one of the week's activities. This tournament was played on the beautiful eighteen-hole Lake Chabot Municipal Course.

Badminton Championship. To answer the cry for something new in sports, the Recreation Department, in cooperation with the local Y. M. C. A. sponsored the first City Badminton Tournament in the northern part of California.

Baseball Day. The local Baseball Managers' Association scheduled games on fifteen baseball diamonds in the city in honor of Baseball Day.

Lake Merritt Day. Sunday was set aside as Open House Day on Oakland's Lake Merritt. Races of model yachts, sail boats, canoes and motor boats, arranged by hobby clubs devoted to these activities, were run off during the day.

Camp Reunion. At the city's largest recreation area, vacationists from the mountain camps gathered for a reunion around an evening camp life. Renewing camp acquaintances, singing, entertainment suitable to such an occasion, and plans for the approaching camp season brought to a close Oakland's Recreation Week which was put in at a cost of less than $100.

Newburgh's Novel Skating Rink

(Continued from page 554)

11 inches resembling bonds or stocks. The certificate carries the picture of the track and states that the purchaser, whose name is written in, is a sponsoring member of the Delano-Hitch Ice Skating Club of Newburgh, New York. After this comes the following:

"This organization of 72 Ice Speed Skaters, six teams, six experienced coaches, and an Executive Committee of nine officers, is dedicated to the development of local speed skaters and the promotion of winter sports.

"The members of this club hereby gratefully acknowledge your assistance."

The certificate is signed by Douglas G. Miller, president of the club, and John A. Donahue, treasurer.

The certificates have been found to be good publicity and they are greatly appreciated by the purchasers who place them in offices and stores. Two hundred and fifty dollars worth were sold this season in two weeks in a campaign to raise funds. The selling price of the certificates was a dollar apiece, though a number of purchasers paid as much as fifteen dollars, so keen was their interest in the project.

New Publications in the Leisure Time Field

Working With Tools

By Harry J. Hobbs. Leisure League of America, New York. $.25.

WHERE TO TUCK in a workshop; the tools necessary, and their care and use; what to make; how to identify woods and how to finish wood, are some of the subjects discussed in this practical booklet which virtually is a manual on how to have fun in a workshop. The home craftsman will find this handbook invaluable.

Other booklets in the Leisure League series of interest as home occupations are—*The Knitting Book* and *Crochet Book,* both by Elizabeth King, and *The Cookery Book,* by L. P. DeGouy. These booklets are exceedingly practical in the presentation of the directions given. Illustrations and diagrams add to the usefulness of all of them. They are securable at 25 cents each.

On Skis Over the Mountains

By Walter Mosauer, M.D. The Cloister Press, Hollywood, California. $.75.

THE GROWING popularity of skiing has given rise to a number of publications on this sport regarding which little technical material has previously been available. Dr. Mosauer's booklet represents the second edition, revised and enlarged, of his illustrated primer on modern Alpine skiing. Such subjects are discussed as equipment, skiing techniques, and ski touring and mountaineering.

Whittling and Woodcarving

By E. J. Tangerman. Whittlesey House. McGraw-Hill Book Company, Inc., New York. $3.00.

THE COMBINING of whittling and wood carving in one volume has made this book a complete guide for the individual who enjoys working with wood. The method of treatment carries one from the simple whittling through rustic, chain and fan carving to models, caricatures of animals, birds and people, ships in bottles, ship carving and surface decoration. In the woodcarving section various forms of decoration are discussed. Other chapters describe and illustrate wood carving tools and knives, kinds of wood and their physical characteristics. There are more than 450 illustrations in this fascinating volume.

Skip To My Lou

Girl Scouts, Inc., 570 Lexington Avenue, New York. $.10.

"SKIP TO MY LOU" is the title given a delightful collection of seventeen singing games which have been gathered from America, England, Sweden, Czechoslovakia, the Netherlands, Germany and Russia. Music and directions are given.

List of Plays

Dramatics Division, National Federation of Settlements, Inc., 147 Avenue B, New York. $.25.

THE DRAMATICS DIVISION has listed here over 200 plays which have been produced in settlements during the past year. In compiling them the purpose has been to indicate the range and type of material being used and to make available the experience of others. In connection with the listing of each play, its publisher, price, playing time and similar facts, there are helpful comments and a synopsis.

Safety in Athletics

By Frank S. Lloyd, George G. Deaver and Floyd R. Eastwood. W. B. Saunders Company, Philadelphia. $3.25.

THE AUTHORS, who are authorities in the field of physical education and health, have made an important contribution in this volume presenting the results of their careful study of safety in athletics—a study designed to establish materials which would indicate the relative incidence of accidents in the various sports, types of injuries, the causes, methods for their prevention, and treatment of injuries. In general Part I deals with the hazards in athletics, including a chapter on safety in camps. Part II presents procedures for increased safety by establishing principles for the effective administration of all aspects of a program of physical education and sports. Part III is devoted to a detailed treatment of injuries.

Sketching As a Hobby

By Arthur L. Guptill. Harper & Brothers, New York. $2.50.

IF YOU ARE ONE of those who sketch just for fun, you will find in this new manual on learning to sketch the essential information you want. In it the nationally known teacher guides the beginner through the rudiments of sketching to more advanced considerations, accompanying each step with graphic, easily understandable explanations and illustrations. Not only are the techniques of the different media explained simply and clearly, but various unique methods which make for originality are given as well.

Can Delinquency Be Measured?

By Mrs. Sophia M. Robinson. Columbia University Press, New York. $3.00.

MRS. SOPHIA M. ROBINSON is in charge of the Division of Neighborhood Statistics of the Welfare Council of New York City. She writes with an unusual insight into the causes of delinquency and understanding of the methods of dealing with it. She challenges many of the

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current theories regarding the causes of delinquency and proves some of them to be erroneous. Her questions are pertinent and stimulating as she contradicts commonly accepted ideas:

Does delinquency really arise in truancy to the extent that we commonly believe, and are the current methods of dealing with it effective? Do all immigrant groups furnish equal or similar proportions of delinquency in a large city? Are the numbers of court appearances or official figures truly indicative of the rise or fall of juvenile delinquency? Why do children of one religious affiliation far out-number those of another in the official count of delinquency? Why are children of another religious affiliation found not in the official count but in the unofficial count? Why are children of certain religious groups not found in the delinquency rolls at all? Are so-called delinquency areas really the breeding places of crime, as is generally supposed?

This volume should appeal to the citizen interested in the mounting tax bill, to the boys' worker, the neighborhood coordinator, the student of research and social science, the social worker and all school authorities.

Craft Work-and-Play Things.

By A. Neely Hall. J. B. Lippincott Company, Philadelphia. $2.00.

In this, Mr. Hall's newest book, he has done for younger boys and girls what he did for the more advanced young handicrafter in *Home Handicraft for Boys.* The uses of the simpler tools are explained, and the objects to be made with their detailed directions are scaled carefully to a child's observed progress in the use of tools. Mr. Hall carries the child through making doll houses, toy boats and model airplanes to backyard camping and building a house for the dog. There are many illustrations and diagrams which make the directions easy to follow.

Facing the Future with the Character-Building Agencies

Community Chests and Councils, Inc., 155 East 44th Street, New York. $.25.

Three years ago nine national agencies of social work concerned for America's young people decided on cooperative effort in planning interpretive material. This booklet, designed to guide local organizations in interpreting their service to the public, particularly in advance of the annual mobilization for funds, is the third production. The booklet states briefly the purposes and programs of the nine social organizations, suggests new ideas about publicity, presents the challenge to the character-building agencies, and offers current reading references. It is prefaced by a statement by Arthur A. Schuck giving "Focal Points of Emphasis in the Interpretation of Character-Building Agencies."

The Boy's Book of Strength.

By C. Ward Crampton, M.D. Whittlesey House, McGraw-Hill Book Company, Inc., New York. $2.00.

In this book Dr. Crampton tells boys in language which they can understand how to be strong and healthy and how to improve in sports and games. He shows how to build up a "training schedule" as varsity athletes do and how to develop a fine all-round physique. In a word, the book tells how to get the most out of living.

Make a Job for Yourself.

By Pauline Cleaver. Whittlesey House, McGraw-Hill Book Company, Inc., New York. $2.00.

A practical book which suggests new and congenial ways of supplementing your present income through spare time activity. Concrete examples are given, and the book is written in a stimulating and popular style.

Our Homes.

Edited by Ada Hart Arlitt, Ph.D. National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C. Paper, $.25; cloth, $.50.

In the foreword of this effective booklet, Mrs. Mary L. Langworthy, president of the National Congress of Parents and Teachers, has expressed the hope that the publication will be "a source book for study groups, an inspiration to isolated parents, and a guide to a richer life together." The booklet is well designed to fulfill all these purposes. A number of outstanding authorities have contributed articles, and in order to facilitate the use of the booklet as a source book for study groups there are questions for discussion and references.

The material has been classified under four main headings: The Story of the Family; Home Planning and Management; The Home as a Cultural Center, and Educational Aspects of the Home. Mrs. Ivah Deering, author of *The Creative Home,* has contributed the material on home recreation under the title, "The Home as a Re-Creative Force."

American Planning and Civic Annual 1936.

Edited by Harlean James. American Planning and Civic Association, 901 Union Trust Building, Washington, D. C. $3.00.

This issue of the Annual has departed from its usual plan of presenting a picture of what was done during the past year in the field of planning, housing and land uses, and has followed the plan of presenting the papers given at five significant conferences held during the year on city, county, state, regional and national planning, together with a number of related articles. This has seemed an appropriate action to take in view of the twentieth anniversary of the creation of the National Park Service. The volume is full of invaluable material for the citizen interested in parks.

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What Is the American Way of Life?

PERHAPS AMERICANS do have more automobiles, more bathtubs, more radios, more pianos, more barns, more and bigger factories than other people on the world's surface. Perhaps we do have more gold.

That, however, is not our American dream.

What is desired above all alse is not something external—something to be worn, something to be eaten, some tool. What is really sought is inner power, inner capacity, the building of persons "who can do things," who can "go places," the building of immortal souls, the building of life that has enough to it to be worthy of being eternal.

All that is external, all that is material has value as a symbol of inner life. There is no meaning in the clock that does not run, in the dynamo that is dead.

A certain minimum of wood and steel and wool and cotton and rice and wheat and corn is essential, but after that minimum all is vanity except as there breathes through an immortal spirit.

Even the little child soon tires of merely piling block on block or filling his little room with trinkets. He wants activity that has meaning, that leads somewhere. Even in the nursery there is desire to dream dreams that endure, to adventure. Even in the nursery there are beginnings of romance in joining one's spirit with that of father, mother, brother, sister, other playmates,—striving, competition, finding oneself, finding the world, what it is, what it may be, what other people are, what other people may be when one makes them laugh, when one lifts them out of themselves.

Early we discover that beauty does not perish, that the memory of beauty remains with us; that sports with others satisfy something deep, give us something to dream over later; that comradeship in activity builds warm feelings within, kindles fires that go on burning inside; that seem to make wheels go round inside us, give a reason for going on; transform the bare, the barren, the cold into the rich, the warm, the colorful.

No one has seen deep into the American heart who thinks that the American way of life deals first, foremost and primarily in material things. It was not so at Plymouth Rock. It was never so on the bare hills of New England. It was not so with the pioneers and their covered wagons moving westward.

The American way of life on the surface may sometimes have seemed to wander up and down and around, but underneath it has always on the long haul moved toward beauty, music, sport, richness in living. Church spires, school bells, art galleries, parks, playgrounds, swimming holes, libraries, choruses, symphonies; art and living—the art of living—have always been a very real part of the dream—in times of famine, in times of flood, in times of war and pestilence—even in times of prosperity and abundance.

Nothing that has come out of America is more characteristic of her, expresses more truly her inner spirit, than her national recreation movement, her movement for abundant living for all. The present movement for security is not merely for bodily security, but for security for living, security for building life that has enough to it to be in itself valuable.

HOWARD BRAUCHER.

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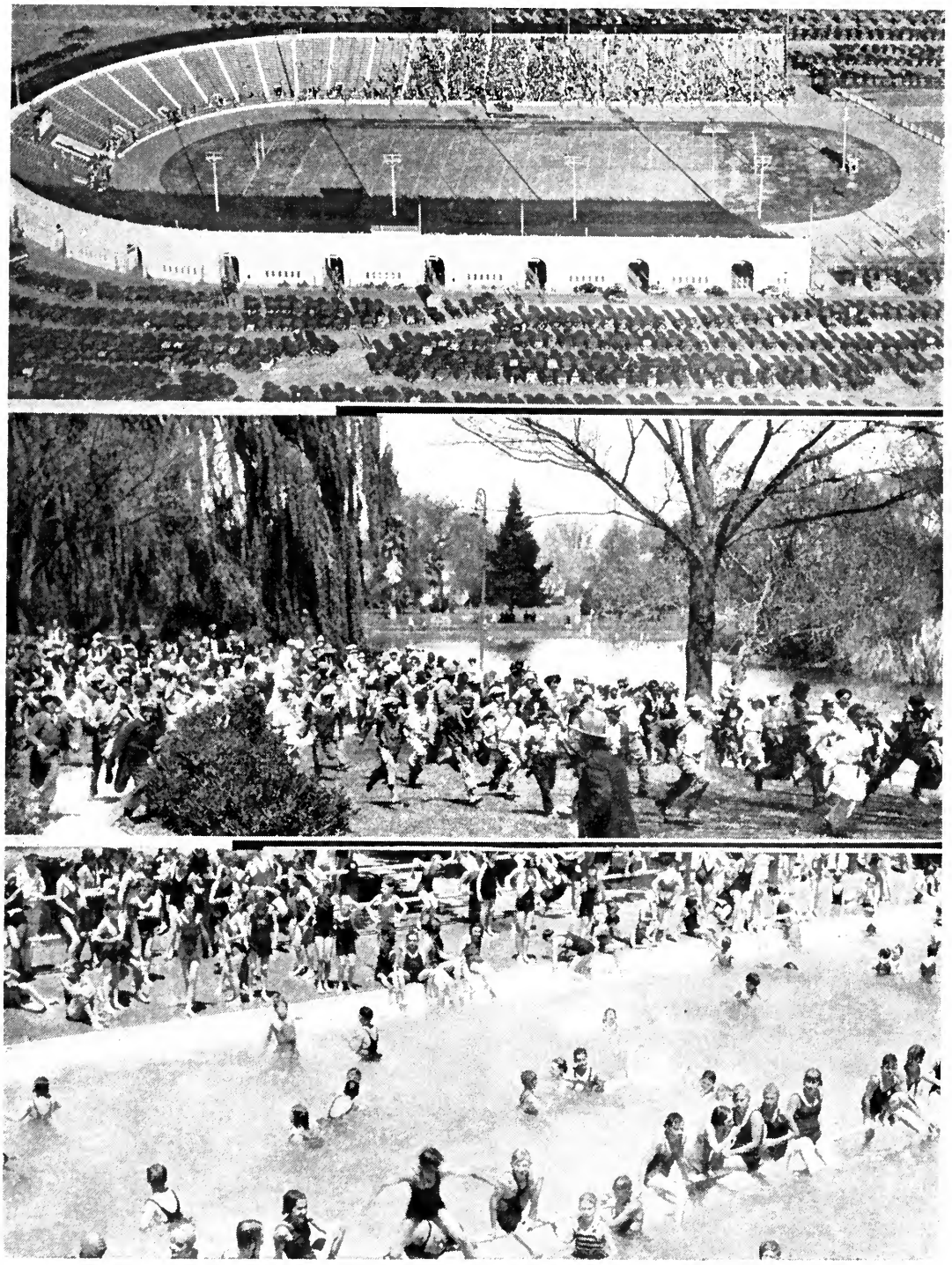
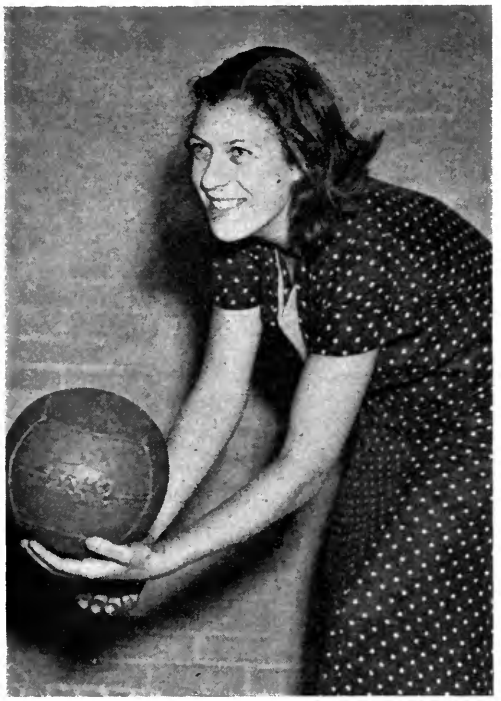
March



An air view of Sacramento's stadium which seats 25,000 people, where athletic, civic and patriotic events are held. The photograph in the center shows the Annual Easter Egg Hunt at Southside Park sponsored by the city. At the bottom is a scene showing the swimming pool at McClatchy Park.

Leisure Time in an Industrial Community

By ARTHUR E. MORGAN
Chairman
Tennessee Valley Authority



Courtesy Reading, Pa., Recreation Department

Knitter by day, volley ball player by night

EVERY HUMAN achievement represents the union of two elements — material resources and idea. The builder of a house must have material resources, wood, iron, cement, and the labor of men. But also he must have idea or design. His design may be as simple and as standardized as that of an Indian wigwam, or it may be as elaborate as that of a royal palace, yet only as the materials take the form imposed by idea or design does a structure come into being.

Persons of differing temperaments and outlooks often over-emphasize one of these factors at the expense of the other. For more than a generation it has been customary for many social workers and for some economists to hold that if we will but provide abundant economic resources cultural richness and refinement will appear as surely as plants grow in good soil with sun and rain. This attitude is an extreme reaction from the old moralist view that a man's character and quality of life are individual to him, and are independent of his economic circumstance. We cannot over-emphasize the interdependence of material resources and idea in the make-up of human achievement. To leave out of account either factor is to miss the point.

This is as true of recreation as of every other human activity. Recreation rests on a physical foundation. For people to play wholeheartedly they need to be relieved from extreme economic pressure. Recreation grows out of leisure, and leisure requires reasonably adequate and secure adjustment to one's environment. A peasant living securely in a two-room house and with meager and simple food may yet have good social adjustment, with leisure for recreation. An unemployed man whose family is starving is not a person of leisure.

Many people unconsciously assume that the only condition lacking to full recreational expression is the leisure which can come with economic competence. Given this, it is often assumed, intelligent recreation will follow as a matter of course. Except as this misconception is removed, and recreation is seen as having also the element of design, there can be no adequate recreational policy.

This address by Dr. Morgan was given at Chicago's second annual Recreation Conference held December 3, 1936, under the auspices of the Chicago Recreation Commission.

Recreation a Phase of Human Culture

Recreation is a phase of human culture. Capacity for recreation and the impulse to play are inborn in every normal person, just as capacity for speech is inborn; but just as capacity for speech and the impulse to talk can find effective expression only through the use of words, which are not inborn but are a part of our slowly developed cultured inheritance, so inborn capacity for recreation can find no more than rudimentary expression except as the arts and skills of recreation are acquired. These are not inborn, but are the result of slow cultural development through the ages, passed on from generation to generation.

As a boy I took part in the various recreational activities of a frontier community in Minnesota where a large part of the people were recent immigrants from Europe. There was a considerable range of outdoor sports — horse racing, hunting, fishing, swimming, skating, coasting and skiing. Indoors there were card playing, dancing, bowling, billiards, boxing and various other activities. Of all of these forms of recreation I have two fairly distinct impressions. Nearly all were rudimentary, lacking in great skill, refinement or other special excellence. Only in skating did I see sport of high quality. The other impression is that in all the recreation of the frontier there was seldom a hint of originality or creativeness. As I think over the various forms of sport which I knew, the only form I can recall which might be indigenous was "log rolling" by men who drove logs on the Mississippi River from the north woods to the big city saw mills. Two men would stand on a floating log and make it spin or rotate in the water, the contest being as to which could keep his balance until the other had fallen off.

Almost every form of play I knew had come from over seas, and had its origin in the long ago. This is but another way of saying that the content of human culture is of very slow growth. Only at long intervals does sheer creation take place; only on rare occasions do persons appear who give new quality of dignity and beauty to old forms. With few exceptions our resources of recreational forms and the quality of their expression are limited to what we have received in our cultural inheritance. The three centuries of American settlement have added very little that is new in what we play. If so much depends on our cultural inheritance and so little upon invention or creation at any one period, then for the democratic extension of recreation we must count on transmitting to the whole people by effective and orderly means the best in form and quality which the cultural inheritance of our own and other countries can supply.

The common life of Europe has been characterized by many folk ways of fine quality. Yet under fairly universal conditions of exploitation and oppression the lot of the masses was drab and sordid and lacking in cultural refinements. To a very large degree the refinements of European culture have long existed as a thin film over the unleavened mass of the population. A casual visitor may find keen interest in the indigenous folk games of a peasant community. Yet longer acquaintance may find them to be highly standardized, unimaginative, and intolerant of innovation. Only with the fading of general oppression and with the gradual emergence of democracy and of respect for personality do the cultural achievements of the aristocratic veneer, along with the finest folk ways and the native sense of self-respect, dignity and creativeness, begin to permeate the mass. Peoples which have longest possessed elements of democracy and have been freest from oppression have to the greatest degree achieved color and quality and variety in their social expressions.

One of the weaknesses of emerging democracy is a tendency to despise those elements of culture which are indigenous, and to assume that every quality of the ruling classes is good and should be imitated. In rural Newfoundland I saw fine old hand-made furniture being cast aside to make place for varnished golden oak from Chicago mail order houses. In the lake district of Austria colorful and picturesque peasant costumes had been cast aside for party dresses from Paris and Vienna, until aristocratic summer visitors, by adopting the peasant costumes themselves, gave them renewed status. In the extremely diverse immigrations to America there have been introduced a great variety of cultural forms, including those concerned with recreation.

"The past few years have seen thousands of brave men and women taking up all sorts of new leisure interests and discovering in them satisfactions which are not dependent upon job or employer, prosperity or financial crisis. Finding in their leisure activities a means of living creatively and contentedly, apart from a paid job, these hardy men and women are helping to build up a new and valuable tradition —the use of leisure for the maintenance of *personal integrity.*"—*Bess V. Cunningham* in *Family Behavior.*

Among them have been many elements of real merit which might well be preserved and added to our own. Yet there has been a tendency on the part of immigrants, and especially on the part of their children, to look at those old folk ways as lacking in worth and to cast them aside for typically American ways. Thus one of the fundamental processes of civilization—the passing on of the cultural tradition—has been greatly interfered with. The work of Jane Addams, great in so many ways, was admirable in that she tried to develop respect and esteem for the cultural forms which survived in the neighborhood of Hull House.

Human Culture a Slow Growth

My remarks so far may seem to be disconnected and some times conflicting. Yet they all illustrate or bear upon two points. The first is that human culture, of which recreation is one phase, never is quickly created or improvised. It is a product of very slow growth. A culture which is rich in variety and in quality possesses that character because there has been accumulated and conserved the essence of a long and fortunate inheritance.

My second point is that this perpetuation, refinement and extension of inheritance cannot wisely be left to chance. Wherever some great crescendo of achievement has occurred we will nearly always find preceding it a long process of more or less orderly selection and education. There has been seemingly spontaneous inventiveness in America, yet if the orderly and cumulative contributions of our technical schools should be removed, the technology on which American civilization rests would almost completely break down.

The whole institution of organized education is testimony to the fact that human culture reaches its finest and fullest development only by deliberately organized social effort. That effort includes search for existing cultural values wherever they may appear, the appraisal of all cultural resources and selection of those of greatest worth, orderly research in the creation of new forms and values, the constant search for creative genius, the assembly of materials in orderly and consistent form for transmission to the next generation, and the selection and setting aside in a favorable environment of the most accomplished and inspiring persons to be teachers. There was a time when this educational process was thought of as applicable to only a few fields, such as the ministry, law and medicine. Gradually other fields of activity have been recognized as needing this organized educational process, until today a great variety of activities are served by organized education.

The essence of my proposal to you is this: recreation is subject to the same laws of development as any other phase of human culture. It represents the slow, gradually accumulations of creative elements, the contributions of occasional genius, slowly perfected and enlarged by general

Courtesy Intercollegiate Outing Club Association *Photo by Laura Allen*

No longer do adventures into the open with no economic incentive brand one as "queer"!

experience and by the influence of discriminating personalities. Recreation cannot reach its full development by accidental and casual transfers of the cultural tradition. For its best development it requires all the resources of organized education, combined with well selected first hand experience. It requires the assembling of existing data, appraisal of relative values, research for new possibilities, and teaching by the best informed, most creative, most skillful and most inspiring persons.

"There is no way of life that is ultimately as satisfying or as promising for the group as the way of democracy itself. I take it with all its weaknesses. With all the moulding that democracy still has to do, I still say that democracy is the one way of life men have discovered that makes it possible for them to go forward as a group in mutual understanding and in mutual good will." — *Dr. Frank Kingdon* in *The Jewish Center.*

Play Must Be Spontaneous

For the average man in the past recreation has had the character of brief respites from hard and bitter living. Where the Puritan tradition has prevailed, play has been looked at askance, as being on the verge of impropriety. Too often it has been dull and uninspired, affording little exercise to training intelligence or to aesthetic discrimination. Three centuries of life on this continent has given general currency to only a few rudimentary elements of an indigenous recreational culture. In the face of these facts I am not put to shame by those who say that of all our many activities, play at least should be spontaneous expression of the spirit, and not a technique to be learned in the schools.

I am inclined to reply that even originality and spontaneity are in large part the result of example and imitation. The great historic outbursts of human culture have not, I believe, been due to sudden changes in the germ plasm, but rather to exceptional combinations of opportunity, example and stimulus, the very conditions which it is the business of education to provide. With some notable apparent exceptions great scientific discoveries have not come to the isolated worker, but originate in an atmosphere of science. The same is true of music, sculpture and literature, and the same will be true of recreation.

In view of the dead lines of much educational effort there is danger, it is true, in putting any live interest into the hands of formal education for fear it may be killed. In a well-known English school for boys the first head master provided a hobby period in which each boy could cultivate some hobby, such as pets or photography. Headmaster changed, and the hobbies became inexorable duties, with grades for good or poor achievement. Under the new headmaster the new prospectus stated that no boy could graduate without having "satisfactorily completed three hobbies." When I advocate recreational education it is not without some misgiving. Only the spirit of recreation can save us from that deadliness.

In recreation, as in other fields, education can liberate us from a narrow and restrictive orthodoxy. As a boy I had a passionate love of nature. Evening half-lights on the river, a crescent fringe of blue gentians and white grass of Parnassas about the margin of an open marsh, or the silent aisles of the tamarack swamp. These gave me sheer joy of living. I was intensely curious to decipher the geological peculiarities of our region and to penetrate the secrets of life histories of plants and animals. With companions, when they could be found, and otherwise by myself, I enjoyed turbulent trips on the upper Mississippi, astride logs on their way from the northern woods to the big city saw mills. There were the sudden rushes through the rapids, and leisurely loafing through the still pools, and then the long tramp up river and home in the dark.

These were fair substitutes for adventure, but they did not fit the narrow recreational orthodoxy of the time. It was proper to go into the woods to hunt or fish or trap, or even to gather wild grapes or butternuts, but to go for the sheer joy of the woods and the streams and of walking, without a semblance of economic incentive—that was fairly definite evidence of feeble-mindedness, or at least of queerness.

It is easy to say that the narrow recreational orthodoxy of that time and place represented the potential recreational interests of the people, but I do not believe that is true. At Knoxville, Tennessee, for a considerable period there has existed an organization known as "The Smoky Mountain Hiking Club." Its members are not peculiar fanatics, but normal men and women who have discovered that they can openly enjoy together those very interests which as a boy I was at great pains to conceal in order not to be classed as peculiar. The Smoky Mountain Hiking Club has grown so large that on its trips it breaks up into

numerous sections so that a considerable number of diverse interests can find expression.

I use the particular case of enjoyment of the out of doors only to illustrate a principle. It is not enough that recreational activities should originate from time to time. We need definitely planned educational provisions for recognizing such developments, preserving them, developing them, giving them open recognition, and for making them generally current. The new industrial revolution now under way is eliminating the need for lives of drudgery. Leisure will be upon us in great abundance as soon as we can adjust our social and economic thinking and feeling to the possibilities of present day production. But recreational versatility and skill is a cultural growth. Unless we provide for it leisure may lead chiefly to dull competition in conspicuous waste and to ostentation of vulgarity.

Education for Leisure

Education for recreation should become a recognized part of our educational program as surely as education for production. That program should cover every stage of living from the kindergarten to the leisure of old age. Recreational education should not endeavor to set up a complete curriculum of its own, but should develop skill in drafting the services of every department of organized education. It should make men aware of the tremendously varied resources for avocational activities and for play which are available in the sum total of human culture. It should develop recognition of the respectability and reasonableness of varied interest, so they can compete with the standardized forms, such as bridge and motoring and dancing and golf and football games. It should help to give variety and color and individuality to our recreational impulses. I speak not primarily for the liberation of a selected and favored group such as you whom I am addressing, but for recreational liberation of the great body of Americans who are without special opportunity or favored cultural background. It is by such gradual liberation, penetrating the entire mass of the population, rather than by the passing of the laws alone, that democracy will become a reality. The first great education institution which clearly recognizes this need and deliberately undertakes to supply it in a full and orderly manner will have established a new landmark in education and in human culture.

Using Leisure Creatively

Now let me illustrate in a rambling way some of the uses which may be made of leisure in an industrial democracy where recreational ignorance has been banished, and a broad educational culture achieved. Many productive processes will become sources of pleasure. In the little town of Norris, Tennessee, there has been maintained for two years a community craft shop, a part of the town educational system. It has the part time services of a man highly competent in furniture design, and also has a managing mechanic familiar with metal work. In many homes in that town are well designed and well built pieces of furniture made in that shop by men and women in leisure time. In some cases such work has supplied a considerable part of the home furniture of such quality as to be fit for family heirlooms. Textiles, ceramics and metal work of quality and individuality are appearing in those homes, products of leisure hours.

Mass production can be assigned the work of making goods of utility, but intelligent and educated men will not willingly give up opportunity to express their creative personalities in some of the intimate associations of their lives. I am told that about one person in four in the general population has innate capacity for fine craftsmanship in wood or metals or their plastic substitutes. The entire range of craftsmanship is open to the spirit of recreation.

Some of you in exploring the short wave length bands of your radios have come across the region assigned to amateur broadcasters. Apparently hundreds and perhaps thousands of young men in all parts of the country have found this a means of self-expression, which up to the present is rather pitifully narrow. In many cases these amateur radio sets belong to normal, well developed boys or young men. Too often, however, a description of the boy's activities by his mother would run somewhat as follows: "John is a very quiet boy. He has but one or two boy friends. He does not go to parties or have girl friends. Most evenings after his work is done he spends in his room with his amateur set." Listen to these amateur radio conversations and we hear little but an inane monotonous formula of sending and receiving, with an occasional remark about the weather. Here is an opportunity, under inspired educational guidance, for opening up the lives of many young people.

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I believe that in every large school and in many communities there might well be taken an annual census of recreational interests, the results, after being classified, to be made available to the student body or community members. Any person could then discover what others shared his particular interests, and much greater diversity and spontaneity might result with the development of many new companionships. Having experimented with this device I am of the opinion that it can be used successfully, but only in case someone will see its success as a major achievement and will work with it persistently and enthusiastically for a period of years until it takes root and becomes part of the life of the institution or community.

The members of your organization and the recreational authorities of the country in general have not been idle. I scarcely need to mention such developments as the Little Theater, community singing, women's garden clubs, the steady increase in playgrounds for city children, summer camps, studies in children's toys, children's music, research, disciplinary and educational work in moving pictures and radio, and many other activities. Neither need I mention the enormous development of student recreation in school and college, and its steadily widening range. The newspaper sport pages keep us aware of that world.

Recreational education should not—it could not—forget these mass activities I hope, however, that it may come to perform a much more difficult function, that of keeping open the road for individuality and creative effort and of liberating, developing and refining recreational potentialities which have an intellectual or aesthetic quality. Try as we may to preserve independence and individuality in our lives, it appears that many of our major economic processes are to become socialized, so that we shall be parts of great economic organizations. The present tendency is strongly in that direction, regardless of whether we call those organizations private business, as with the telephone industry, or public business, as with the post office industry.

With this socializing and regimenting of our economic life, how are we to preserve individuality? I believe we can do it in recreation, giving to that word its widest meaning. The average man can be encouraged through imaginative and creative suggestions and guidance to find individual expression in the sciences and the arts. The out of doors will have other uses than to pass through swiftly by automobile. It will be allowable to wear clothing which does not conform to the season's commercial vogue, but which, disciplined by good taste, best suits one's personality. I hope it may be possible to live in houses daringly conceived, but well designed, in suitable settings, which may differ widely from conventions. I should like to see some adventurous persons use modern construction materials to build homes in the air and sun, inspired by the form of a tree and its spreading branches, rather than by present day houses which are adaptations of the shelters of our early ancestors, the cave dwellers. A spirit of recreational adventure will explore many fields.

There is no doubt in my mind of the existence of millions of Americans who now play bridge a few nights a month, go to movies as often, attend standard football games, or baseball games, read the sport pages, and listen to the monotonous

(Continued on page 610)

Courtesy WPA, Boston, Massachusetts

"Merrily We Roll Along!"

Hi Ho! my friend, for this week-end
We plan a camping trip.
Now bring your bike at half past one
On Saturday. We'll have great fun.
We'll romp and swim and ride our wheels;
We'll even cook our meals.
Please sign up now, if you decide
To join us on our camping ride.
P. S. About our baggage, we'll not fuss—
A truck will take our things for us.

By MARION SHELMERDINE
Supervisor, Girls' and Women's Activities
Department of Public Playgrounds and Recreation
Reading, Pennsylvania

SO RAN THE announcement of the annual overnight camping trip taken by a group of girls who love the feeling of the wind a-whistlin' in their ears and the lure of the "Romany Road," woodlands and adventure.

This band—over forty strong—began very simply. Two young women with newly-purchased bicycles planned an outing in the country outside of Reading, Pennsylvania. They had such a pleasant jaunt that crisp March day in 1935 that they determined to form a small club among the few grown-ups who were known to own bicycles. A meeting was held and five girls were present. They decided to ride together every two weeks. The first ride was postponed by bad weather three times, but finally the weather cleared and the first trip, a "cook-out," was taken. While only five participated, two of them were brand new members who increased the total to seven instead of five and encouraged the founders immensely.

They Go Vagabonding

Now there are forty-three active vagabonds in the Senior Bicycle Club, as the group is called, and it is sponsored by the Reading Recreation Department. All of the members are over sixteen and all but one are industrial girls. Twenty-two went on the overnight trip announced in the jingle at the top of the page—the most to ride at any one time. At the camp, the girls swam, played the annual volley ball game, hiked, explored new roads by bicycle and gave an evening fire program. It was a happy group of bicycle campers which rolled over the hills into Reading on Sunday afternoon.

The overnight trip is the big event of the club year, yet every two or three weeks finds the group on the road bound for some interesting place, with something unusual planned to do en route. On one scavenger hunt the girls had a hilarious time pedalling about town searching for, among other things, a doormat, a 1932 calendar, a corncob pipe, pine needles, a caterpillar, the signature of the acting head of the Recreation Department and a horse hair. The driver of a milk wagon agreed to let the girls pull out a bit of his horse's hair, but he eyed them askance, none the less, as they fed the horse sugar and extracted a few hairs from "Dobbin's" mane. On another such hunt—this time at camp—the girls sought nature objects with the aid of their flashlights.

Events of All Kinds

There are "splash" rides (bring your bathing suit), breakfast, picnic lunch and supper rides and once "A-nutting we will go" ride (bring a bag). There was a treasure hunt, a "co-ed ride" with a similar group sponsored by the Y.M.C.A. Any friends of the girls were also welcome. The girls gave a tea at one of the field houses, played games and thoroughly enjoyed themselves. They also planned a Christmas party to which each was to bring a ten-cent gift for Santa Claus to distribute.

Another major event, second only in popularity, perhaps, to the overnight trip to Indiandale, was the rodeo which the club held at the High School. The following events were scheduled:

Ride and Coast Race
Ride-Push-Ride Race
Slow Race
Zigzag Race
Potato Race
Relay Race
Bicycle Polo

While the rides tend to average ten to fifteen miles in length, the "pal ride" was a shorter one. On this ride each of the Senior Club members acted as a buddy for one of the Junior Club members.

The Junior Club

The Junior Club was formed after the Senior Club had aroused much interest in bicycling. The Juniors range from eight to fifteen years of age. The purpose of their club is: "To provide the young girls of Reading and vicinity with a schedule of various rides and activities, enabling them to ride in a group to a number of interesting places both in and outside the city limits; to provide capable leadership for every ride and to unite all young girls interested in bicycling as a hobby." They plan: "To enjoy themselves thoroughly; to have rides as much as possible off the main highways; to return home in ample time and not to schedule rides so long they are fatiguing."

The program committee plans the schedules. This committee is composed of some of these youngsters who map their trips under adult supervision. The junior group is particularly interested in breakfast rides, picnic trips and most especially in the overnight trip to camp. They have had an overnight trip which was quite an undertaking since many of the children had not been away from home before, but each child was given in advance a task to perform while at camp so that routine matters of living were carried out quickly and without confusion. Three senior club girls helped the juniors on this trip. Once they held a nature scavenger hunt in the park and even these mites had a "co-ed ride" and were invited "To bring your brother or some other boy who rides." They have had picnic and "cook-out" rides as well as "splash" parties.

The newspapers have been generous with stories about these ambitious cyclists, following their activities closely and publishing announcements of scheduled rides. All in all, if we have given the girls and young women of Reading nothing more than companionship in a sport which they have made their hobby, we feel well paid for time and effort expended.

With the return of the bicycle to popularity we may expect to see a revival of bicycle days, or bicycle "carnivals," as they are sometimes called, when races and events on wheels of various kinds are featured for both boys and girls. Programs for such gala days include 75 and 100 yard dashes, races around the block, slow races, riding and coasting, and coasting for distance. Then, too, there are such novelty events for the more daring as steering with the feet, riding under the crossbar, pedaling first on one side, then on the other, riding on one wheel, riding a three or four-inch plank, sitting on the handle bars, lifting the wheel, while sitting on it, over a four-inch plank, and riding between barrels.

Some of the members of the Girls' Bicycle Club of Reading as they get off to a "flying start!"

One Woman and Her Legacy

TWENTY-FIVE years ago this March a woman returned from England and started a small group of Girl Guides, patterned after the English organization. On the surface that might seem an event of no particular moment. But because the woman was Juliette Gordon Low, enthusiastic, determined and irresistible, that small group of eleven girls grew into a national organization — the Girl Scouts, some 31,000 times as large as the original group of girls which met in a barn in Savannah.

Early Developments

She was an amazing woman, was Juliette Gordon Low. Never taking "no" for an answer, sweeping all obstacles before her, rushing from city to city, she told the need of the American girl on every hand. By 1916 a national headquarters was established. In 1919 the World Association of Girl Guides and Girl Scouts was formed, laying a corner stone for international friendship and sisterhood. In 1920 the Girl Scouts took stock and revised the entire program to meet modern needs. The old war-time khaki uniform was changed to a grey-green, the official magazine changed its name to *The American Girl,* the handbook was re-written and a new emphasis placed on the educational side of Girl Scouting. The organization began a new period of growth.

The year 1926 was an important one, for during it the Brownie program for girls seven to ten was officially recognized in the handbook of the Girl Scouts and two national camps were established on the site of Horace Greeley's farm at Briarcliff Manor, New York. To these camps came delegates from thirty-two countries to attend the first World Camp. The World Camp was the last great dream for her girls that Juliette Low saw realized, for in 1927 the founder, friend and guide of the Girl Scouts died.

During 1937 nearly 400,000 Girl Scouts and their leaders throughout the United States will celebrate the twenty-fifth anniversary of the organization and will commemorate it in various ways. The actual birthday will occur on March 12th. The date of October 31st will also be given special prominence as the birthday of Mrs. Juliette Low, the founder. Recreation workers will want to have a part in this significant Silver Anniversary.

But others carried on her work. In 1934 the Mariner program for older girls was established for girls who like to sail. Even more important, however, was the second thorough inventory of the Girl Scout program. A committee was set up to study every angle of the program to determine if and how it could be made more adequate and effective. Recommendations are already being acted upon. This year, 1937, will mark the second World Encampment of Girl Scouts at the national camps. Together the leaders and girls will celebrate the twenty-fifth anniversary and lay the foundations for the coming years.

Today there are 350 permanent Girl Scout camps, over 400 Little Houses, some 800 local councils, a large national headquarters with a staff of traveling advisors, a magazine, and equipment service and nearly 400,000 members.

Mere Statistics Are Inadequate

But there is infinitely more to the story of the development of Girl Scouting than a mere list of names, dates, major events and figures.

There is the spirit of Juliette Gordon Low, indomitable and courageous, surmounting the handicaps of continual ill health, extreme deafness and advancing years — to carry forward an idea — a spirit which serves as a beacon to the girls of the world who follow in her steps through Scouting.

There is, too, the aim of the whole movement— to help each girl to discover and develop the rich possibilities which lie within her and in the world around her. She may embark on this voyage of discovery through the Mariner program, or enter it through the regular Girl Scout program some of whose main roads explore the home, the out-of-doors and community service, or as a wee Brownie, she may lay the foundations of rare womanhood in the magic and charm and interests of the small child's world.

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There is also the service which Girl Scouts give in their communities. These girls do not wait until adulthood to discover and utilize ways of being good citizens and participating in a democratic community life. Their skills and interests and desire for service are used in a number of ways. There are troops which regularly work with district nurses and community relief agencies; troops which serve meals to underweight children in their schools; troops which cooperate with municipal recreation departments in carrying a recreation program to shut-ins. Girl Scouts have planted thousands of trees, run thrift shops, repaired clothing for the unemployed. In times of disaster such as floods, Girl Scouts are among the first to volunteer to assist the Red Cross and other agencies, caring for children, delivering supplies and helping in every way possible.

The Girls Themselves

There are, lastly, the girls themselves, vibrant and alive, moving toward adulthood fortified with a rich store of interests and skills, encouraged by understanding companions and leaders and guided by the shining gure of Juliette Gordon Low.

THE GIRL SCOUT LAWS

A Girl Scout's honor is to be trusted.
A Girl Scout is loyal.
A Girl Scout's duty is to be useful and to help others.
A Girl Scout is a friend to all and a sister to every other Girl Scout.
A Girl Scout is courteous.
A Girl Scout is a friend to animals.
A Girl Scout always obeys orders.
A Girl Scout is cheerful.
A Girl Scout is thrifty.
A Girl Scout is clean in thought, word and deed.

The Girl Scout Promise

On my honor, I will try;
To do my duty to God and my country,
To help other people at all times,
To obey the Girl Scout laws.

The Girl Scout Motto

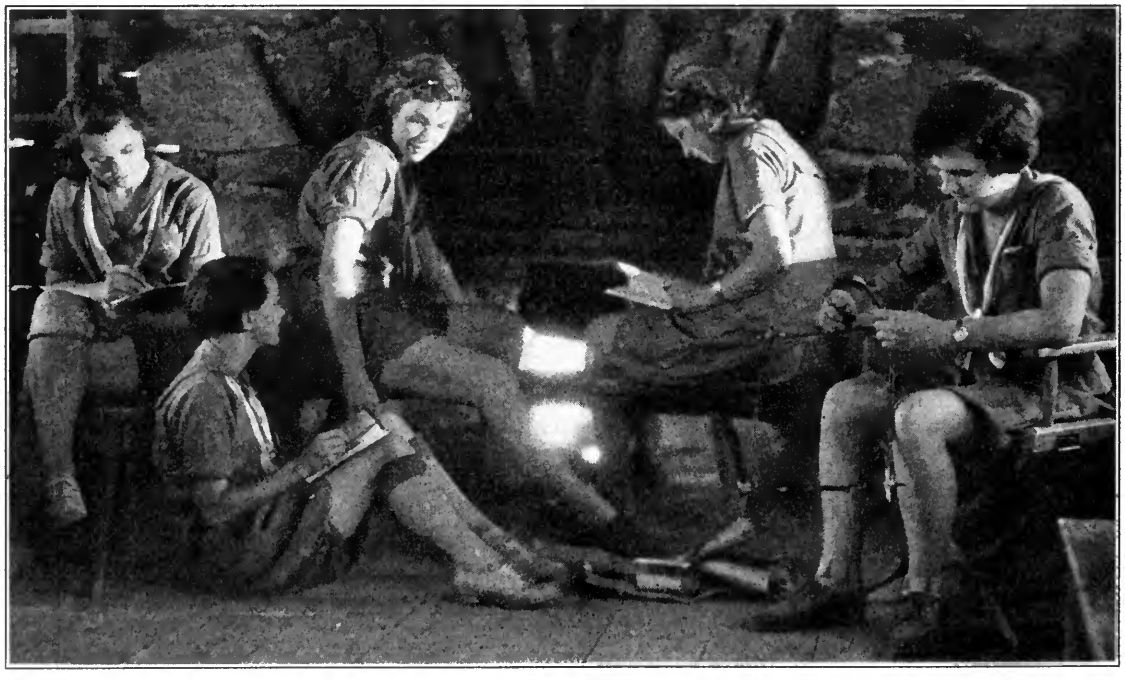
"Be Prepared"

The Girl Scout Emblem

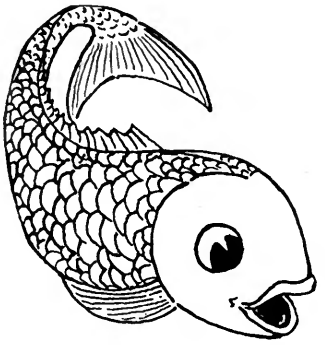
The Girl Scout emblem is a trefoil bearing the American Eagle and the initials G S. The three leaves of the trefoil symbolize the three parts of the Girl Scout Promise.

The Girl Scout Sign

The idea of the Girl Scout sign has come down from the days of chivalry when armed knights greeted friendly knights whom they met by raising the right hand, palm open, as a sign of friendship. The Girl Scout sign is made with the palm forward, the first three fingers extended, and the little finger held down by the thumb. The hand is usually held shoulder high. The sign is used as a greeting among Girl Scouts.



Courtesy Girl Scouts



An "April Fish" Party

"A little nonsense now and then
Is relished by the wisest men."

WHILE AN "April Fish" party is particularly appropriate for April first, it may be held at any time during the month.

The Invitation. The following is suggested for the invitation:

Simple Simon went a-fishin'
For to catch a whale,
But all the water he could find
Was in his mother's pail.
We're going fishin' Friday night
For to catch a sucker,
At eight bells come to Paul's house
In your best bib and tucker.

Trading Fish. Cut out some small paper fish and give each guest ten. Whenever, during the evening, one guest succeeds in fooling a fellow guest, the player fooled must give him a fish. Similarly, whenever one player says or does something funny which makes other players laugh, those who laugh must pay a penalty by giving up a fish. The player with the most fish at the end of the evening, and the one with the least fish, receive comic prizes.

Parts of a Fish. Give each guest a sheet of paper containing the following scrambled letters which, correctly arranged, spell various parts of a fish:

(1) Ahde. Head.
(2) Lait. Tail.
(3) Ifsn. Fins.
(4) Kocnabeb. Backbone.
(5) Isbr. Ribs.
(6) Lasecs. Scales.
(7) Ehtet. Teeth.
(8) Syee. Eyes.
(9) Lgisl. Gills.
(10) Umtoh. Mouth.

A booby prize of a toy fish may be given the player who is last to finish, or a real prize to the one finishing first. Or it may be desirable to have all the others give their fish to the winner.

To a small piece of cane fishing pole attach a line about three feet long to the end of which a small magnet has been tied. Cut a number of fish out of cardboard and number each. (There should be as many numbers as there are guests.) Stick a pin through each fish and place all the fish in a dish. Each player proceeds to catch a fish. When all have their numbers the leader calls on them one by one and asks each to do a stunt. The following stunts are suggested:

(1) Show how you acted when you made your first speech.
(2) Tell what you know about golf.
(3) Show how you proposed (or how you are going to propose.)
(4) Draw a picture of yourself.
(5) Say the threes in the multiplication table backwards. (This may be done by turning your back to the audience.)
(6) Register supreme joy.
(7) Act as if you were a new stenographer.
(8) Act as if you were a successful business man.
(9) Imagine you are a ventriloquist and give a performance.
(10) Imitate a book agent.
(11) Show how you take your morning exercise.
(12) Act as if you were an Egyptian dancer.
(13) Choose a partner and imagine you are playing tennis.
(14) Give a swimming lesson.
(15) Recite "Mary Had a Little Lamb" as a ten-year-old girl would.
(16) Tell why or why not you like blondes better than brunettes.

Kinds of Fish. Give each player a piece of paper and pencil and allow them five minutes in which to write the names of as many fish as they can think of. Give a prize to the one who has the longest list. There are about 800 varieties of fish. It is easy to list forty or fifty of them in ten minutes.

You will find many chances for humor in this game. One player, for example, listed Kingfish, Queenfish, Princefish, bluefish, redfish, blackfish, brown-

The idea of an "April Fish" party comes to us from the French, who, instead of saying "April Fool" use the expression "Poisson d'Avril," meaning "April Fish." The party suggestions offered here are taken from a bulletin issued by the Social Council of the Onized Club, Owen-Illinois Plate Glass Company.

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fish and so on. Another player presented a list containing Papa fish, Mamma fish, Baby fish, fried fish, boiled fish and baked fish. These lists caused much merriment.

An April Fool Relay. Divide the guests into two or more groups and have them stand in line facing a goal twenty or twenty-five feet away. Suggest that the players run to the goal, and return, in the following manner: They must take two steps forward and one step backward. Mincing steps are not permitted. The first player, after completing the run to and from the goal, touches the next in line who runs to the goal, returns, touches the third player, and so on. The group which finishes first wins.

Guessing the Names of Fish. This game may be used in addition to the other writing games, or instead of either of them.

What fish

(1) Does the miser love? Gold.
(2) Twinkles in the sky? Star.
(3) Is musical? Bass.
(4) Is the royal fish? King.
(5) Is the carpenter's fish? Sawfish.
(6) Is part of the human body? Mussel
(7) Is the soldier's fish? Sword.
(8) Is a color? Blue.
(9) Will try to swindle you? Shark.
(10) Is like a bird? Flying.
(11) Is another name for a road? Pike.
(12) Is also a frog? Toad.
(13) Serenades you? Cat.
(14) Is immortal? Sole.
(15) Is a flop? Flounder.

April Fish Menu. Have the following menu printed on slips of paper and passed out to the guests. They are allowed to select any three of the articles on the menu for their refreshments. Of course this is only an April Fool refreshment menu, and after this has been served the regular refreshments will be produced. Bring in the three articles selected on small plates. It will be necessary for each guest to write his name on the menu after he has underscored what he wishes, so that those in charge will know to whom to return the menu and who are to be served the different articles.

MENU

(1) Regular Chicken Dinner
(2) Bell of the Garden (3) Girl's Delight
(4) Fruit of the Vine
(5) Vital Prop (6) Polly's Special
(7) A Chip of the Old Block
(8) Life Preserver (9) Good Impudence
(10) Porcelain Delight
(11) Salted Nuts (12) Spring's Offering

KEY

(1) Mixed cracked grain (a chicken dinner)
(2) Bell pepper (a slice of it) (3) Date
(4) Cucumber (a slice of it)
(5) Slice of bread (6) Soda cracker
(7) Toothpick
(8) Salt (9) Chili Sauce
(10) Tea
(11) Nuts off of bolts. salted
(12) Water

Refreshments. For the regular refreshments serve sandwiches cut into the shape of fish, and fruit punch, or ice cream (snowdrift) and cherub's food (angel food cake).

Properties. The following properties will be needed:

(1) Enough paper fish to give ten to each guest.
(2) Papers prepared for the game, Parts of a Fish.
(3) Fishing pole, small magnet, and paper fish with pins in them.
(4) Blank sheets of paper and pencils.
(5) Papers prepared for guessing the names of fish.
(6) Fake menu cards.
(7) April Fool tricks. (Since April first is celebrated in France as in other countries with joking and tricks, be sure to buy or arrange some tricks which will catch the unwary guest. Thumbtack a handkerchief to the floor; the habit of picking up things is strong. Purchase inexpensive tricks such as rubber-leaded pencils and artificial food or candy. These may be obtained at a ten cent or novelty store. Such tricks make excellent prizes for the winners of the games or party favors.)

"April first is dedicated to practical jokers in America; but, contrary to general belief, the custom of fooling friend and foe did not originate in this country. For centuries All Fools' Day has been observed in England, Scotland, Spain, Japan and France. In Scotland it is called 'Cuckoo Day,' in France it is 'Fish Day' and in Spain it is known as 'Boob Day.' Even the Japanese have a name for it. In the land of the Mikado April first is known as 'Doll Day.' " — From *The Year 'Round Party Book* by Young and Gardner.

Gay Tours to Far-away Lands

By HANNAH SEVERNS
Librarian
Moorestown, N. J., Free Library

"WHERE do we go this year?" "When does Vacation Reading Club start?"

With the first hint of spring comes a steady stream of such questions, with eager faces peering up at us over the library desk. School has begun to pall and every normal child is filled with the spirit of wanderlust and adventure.

"What's the Reading Club doing this summer?" "How soon do we begin?"

Even before examinations are over and the school yard gate is locked, the desire for a glorious vacation full of good fun excites youth to seek new interests in spite of a chance for freedom.

Before the boys and girls have scattered to the four winds, the Moorestown Free Library has capitalized on this holiday spirit and has directed this lively interest toward books and special programs of reading during the summer months.

The Announcement

One of the most popular schemes yet tried was the "Personally Conducted Tours" sponsored by the Library last summer. About the last of May every pupil of the elementary and junior schools was given a printed notice of these tours with this invitation:

"Come, choose your guide and away, my lad,
Come choose your guide and away!"

The list of authorized guides spelled adventure from the very start. King Arthur promised the fulfillment of a long cherished desire to visit the "World of Knights and Chivalry." The challenging caption, "The Sky's the Limit," under the capable piloting and companionship of Lindbergh was a temptation even to those who had never thrilled to the drone of a plane. To those who had often envied Wendy's method of traveling, but had come to grief and fallen off the foot of the bed when attempting Peter Pan's technique, the invitation to tour "Never-Never Land" with Peter was a chance too good to miss. Daniel Boone promised a first-hand acquaintance with Indians and opened up all sorts of chances for wild encounters. Every child knew Pinocchio and his name as a guide meant skipping off for a summer of fun and jollity. No one knew just what to expect with Alice in Wonderland, but many were willing to risk the first plunge down the Rabbit Hole on the chance of escaping to a land of magic and wonder. "All Aboard for Pirates and Hidden Treasure" with Captain Kidd in command was enough to attract the bravest of the boys and even a few stout-hearted girls. The name of Sherlock Holmes aroused those who had an ear tuned for mysterious adventure. The chance to escape to the Greenwood with Robin Hood and his Merry Men was hard to resist after the first few hot days of early June, and Mowgli as a guide meant a real break from a small backyard to a life of freedom in the jungle.

Personal Introductions

As the boys and girls entered the children's room they came face to face with these guides. Here they were, bright cardboard figures gaily dressed in appropriate attire. Pinocchio, with his long saucy nose, beckoned to them from his place on the mantle over the fireplace. Mowgli peered out from the jungle of the window-box and was irresistible in his cooling, though scanty costume. King Arthur, ready to leap upon his white horse, gave the impression that there was no time to lose if you wished to follow him!

Even the appearance of Sherlock Holmes, pipe in hand, mystified those who entered, for he did look a bit out of place in these colorful surroundings. Peter Pan, piping a merry tune, seemed to set the atmosphere for the summer's program, and the children followed him as though he might have been the Pied Piper of Hamlin. With Lindbergh standing beside his humming plane, with Daniel Boone, all booted and spurred, and with Captain Kidd and Robin Hood both ready for action and promising a summer of thrills, is it any wonder that some boys and girls signed up for several tours before they could finally decide on the one they actually wanted to follow? In fact, during the summer, some traveled fast enough to finish several journeys.

The Art Department of the Moorestown Public School had shown its interest and cooperation by making these life-like figures that nodded to everyone who entered from every corner of the festive room.

The Start

Now that the exciting choice was made and the anticipated journey well in mind, each child was requested to sign up in the "log book" of the tour of his choice. Bright colored scrap books from Woolworth's appeared in an entirely new guise with gay pictures appropriate to the subject of the tour pasted and shellaced on the cover. Opening the book, the children saw what might have been an ordinary book-list, but a few sketches and the alluring titles gave an entirely different impression, and the titles as read sounded like magic vehicles that would carry them toward their dreamed-of destination. The books in each tour were so arranged in groups, according to ages and reading ability, that a child in the third grade could find enough books to interest his more limited imagination, and yet on the same tour there were books to attract the boys and girls of the junior schools as well. For instance, Daniel Boone's tour started off with that delightful picture-story book, "Down, Down the Mountain" by Credle, that the smallest reader could enjoy, and ended with "Early Candlelight," a thrilling historical novel of early days in Kentucky. In this way no one tour was limited to any special age or group, and from any list a traveler could easily select the ten books which were the official completion of the itinerary.

The ceremony of signing up was an impressive one, for each child was given a blank page in the log book of the tour he had decided to follow. His name, school and grade were written at the top of the page, and the space below was his very own to fill in or to embellish as he wished. It was suggested to the tourist that as he reached any new place in his travels, that is, as he returned each book read, the name of the book should be noted with a brief account of his impressions. It may have been that such reports savored too much of school or we may have been a bit too optimistic about the creative ability of our groups, for we were disappointed to find few original additions to the literature of exploration and travel.

"Get Your Tickets Ready"

The next important step before actually embarking was to receive a ticket. As the child reached up for that long yellowish looking document his fingers fairly tingled with excitement. The ticket was dated in true railroad fashion and each time a book was returned it was marked with the name of the place visited as well as with the title of the book read. The real thrill came when the official punch was made beside the destination when it was reached at last. A real proof that they were traveling!

Children's reading is a subject with which playground workers should be vitally concerned, and the question of more active cooperation between recreation officials and their local libraries is one which is arousing much interest. No recreation worker can afford to miss this fascinating story of the experience of one library in making summer reading a glamorous adventure for children!

Story Hours En route

The regular weekly story-hours supplemented the spirit of the summer's venture and each week one of the tours was featured with as much lure as railroad advertising. One week, King Arthur and his knights, together with his noble band of followers, were hosts. Then an-

other week Mowgli and his friends of the jungle entertained with tales of the wilds. One afternoon, much to the amusement of the story-teller and members of the staff, just as Peter Pan was being introduced to the group as the visiting celebrity, a WPA band burst forth in full blast on the front lawn, and poor Peter and the story-teller were left alone. The charm of music had again proved its power. However, to prove that it was not that they particularly preferred music to stories, but wanted both, they returned during the intermission with a few recruits from the concert audience and coaxed for the story-hour.

"We are, for the first time in all history, building in our public libraries temples of happiness and wisdom common to us all. No other institution that society has brought forth is so wide in its scope; so universal in its appeal; so near to every one of us; so inviting to both young and old, so fit to teach without arrogance, the ignorant and, without faltering, the wisest." — *John Cotton Dana.*

The Reward

In this day, when nearly every broadcast and periodical showers the general public with prize contests of every tantalizing description, it may seem strange that no reward of any kind was offered at the journey's end. The Vacation Reading Club, as our summer's reading program has always been called, has been carried on simply for the joy of reading. Parents have been not only pleased to have the reading of their children directed during the summer months, but the boys and girls have apparently liked it also.

Usually after each summer of some such directed reading we have planned a carry-over into Book Week in November when we invite the boys and girls who have been interested during the summer to some special entertainment, glorified story-hour or book party. This year the party took on the glamour of a Treasure Hunt. The boys and girls were invited to come dressed to represent any of the friends they had met in their vacation travels. One little fellow came in about a week before the party for a special conference with the librarian. He had been traveling with Mowgli and had found most of his new acquaintances scantily clothed, and he seemed a bit embarrassed to think of appearing too dramatically playing the part. After conferring on what his attic had to offer he decided to come as Dr. Dolittle with a magnificent topper and carrying a black satchel. It was great fun guessing each other and extremely difficult in some cases. A boy with a pillow under his belt, with a small red toy horse sitting on top, was supposed to be a character from "Red Horse Hill."

After the guessing was over and each character strutted about proud and recognized, the search for treasure began. The children were divided into teams, each with a captain who was given the first clue for his team to follow. The clues for each team were printed on a different colored paper. Soon the children were running in all directions with the clues that led them from book shelves to dictionaries, to the catalog, over to the reference alcove, back to the shelves. "If you would find treasure, go look in the 'Secret Garden'" sent them all scrambling to the shelves, only to find after looking through the pages another clue which told them that they must find "Diggers and Builders" to help them. Although many clues for the different teams led to the same places, they were so arranged that not more than one team was searching in the same place at the same time. Finally, after much exciting adventure, they came upon the treasure. This was a new library card, gaily decorated with a bright star announcing:

A library card
Is a magic key
That opens new worlds
To you and me.

These cards when presented at the desk by the winners entitled them to select a new book from that Book Week exhibit of tempting covers and titles which had been on display for a week under their yearning eyes.

The fact that there are always more children who follow the summer's program of reading than attend the party, leads us to believe that it is not the certificates or the recognition in Book Week that is the incentive of those that remain enthusiastic followers from one year to another.

Other Popular Schemes

From summer to summer other projects have been carried out with more or less popularity.

"A Trip Around the World" one year attracted many would-be tourists. Tickets proved not only an important requirement to the youngsters, but were useful also in keeping a record of the traveler's progress. The list of books about each country was printed on the ticket, and the punch was made opposite the book read. The names of the

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tourists were also listed on a large chart which hung in the Children's Room. This was gaily decorated with the flags of each country to be visited, and their journeys from country to country were noted on the chart each time news was received of their whereabouts. Some children who were vacationing away from town joined this tour and sent frequent reports back to the Library.

The following summer we confined our travels to our own country. Instead of tickets each child was given a small outline map of the United States, and as he read books relating to the various sections of the country he colored the map or decorated it with pictures illustrating the story and its location.

"Ten Adventures in the Wonderland of Books" was a borrowed idea that was adapted to meet our own collection and local needs. As our colorful Children's Room is called the "Alice in Wonderland Room" and the lights and furnishings feature Alice in her many adventures, this plan, based on the exploits of Alice, was very appropriate and popular.

Stephen W. Meader, the writer of boys' books, and a member of our Board of Trustees, prepared for us a chart showing various trails. The boys and girls that particular summer were invited to follow "Book Trails," leading from the Library "to the sea," "to the mountains," "paths to long ago," and other alluring places. As the books were read from the suggested lists the names of the readers were written on the trail of the book represented. At the close of the summer each trail was paved with the names of those who had wandered joyously up and down these inviting paths.

Another summer a covered wagon appeared in the Children's Room in early June. Although the wagon had been made by the pupils of one of the fifth grades of the local school, its appearance in the Library prompted all kinds of excitement and curiosity from the other children. The news posted announced that a "Caravan Journey" would start from the Library as soon as school closed, and all children interested were invited to write their names on a card provided and slip it in the back of the wagon. When the caravan was ready to start a silhouette was cut of each child who had registered, and these were placed on a large poster, in procession formation, all following a sketch of a Conestoga wagon. The book lists were also printed in books cut in the form of covered wagons. As the caravan moved from place to place, and the pioneers reported on the books read, copies of small books in bright colors were pictured by colored crayons as though they were piled on their arms. The army of over one hundred children marching with great piles of books made an impressive poster. Parents were a bit aghast when they discovered their own offspring in line, for even though the same pattern was used for all the figures the scissors had a queer way of making a stock silhouette take on strange and different appearances, by a sudden curve of a nose, or a lock of up-springing hair.

"Discoverers in Far-away Lands" was the attraction for another summer. A large map of the world was hung in the Children's Room at a height that the children could reach. As the books were read the map was colored and decorated to illustrate the location and character of the story. At the end of the summer the Library was the proud possessor of a very attractive map of the world made by the boys and girls.

So the summers fly by, while the boys and girls not only experience fun and interesting adventure but build up a background of good literature that becomes part of their permanent heritage.

Such a program carried on in a vacation play school or on the playground offers many possibilities in the field of creative dramatics. The library, however, with its specialized program, and in view of the fact that the children are not in attendance each day, has felt that such a feature would be difficult for it to foster. Yet what a field all this is for those who are interested in puppets and a summer's repertoire for a marionette theater! In fact, these same ideas with many variations could be adapted to any program of activities including crafts, leading the child's interest into many engaging and enriching channels.

"We *do* know this—that a generation educated to acquire taste for reading and to appreciate good books; that has had training in music and opportunity for dramatic expression; that has acquired a love for the outdoors and an appreciation of nature; that has built up hobbies in different fields; that has early gained skills in games which can be enjoyed through life, and that has developed ease and facility in social relationships, may well face any kind of world in leisure. And when we so educate all youth we shall be master builders—builders who will be making a life for real living!"—*Minnette B. Spector.*

"We the People"—and the Constitution

Plans for the one hundred and fiftieth anniversary of the adoption of the Constitution are now under way. What is the significance of the celebration?

THE CONGRESS of these United States has decreed that "we the people" shall go to school for the next two years to study the Constitution which we so deeply revere but so little understand.

The one hundred and fiftieth anniversary of the adoption of the Constitution, on September 17, 1937, will be the first of a series of events which will continue until April 30, 1939. The signing of the Constitution, its ratification by the different states, the launching of the Constitution by the first Congress of the United States, and the one hundred and fiftieth anniversary of the inauguration of George Washington as President of the Republic, will be the major events to be celebrated.

Many recreation departments are no doubt planning to take an active part in the 150th anniversary of the adoption of the Constitution which is to be celebrated this year, and there will be many opportunities to interpret in story, song or pageantry some of the lessons of the Constitution. In connection with the annoucement of the plans presented here we are giving some facts about the Constitution which may, perhaps, be woven into pageantry material. Further information and descriptive matter may be secured from the United States Constitution Sesquicentennial Commission, 524 House Office Building, Washington, D. C.

Purpose of the Celebration

The purpose of the celebration is to create a quickened interest in the Constitution and its essential relation to the history of the nation; to bring to each citizen the knowledge of his rights and obligations under the Constitution; how it guards him; how it gives him the opportunity to make the most of himself, while it demands his respect and obedience. The historical backgrounds and origins of the Constitution will be studied, the struggle for ratification, the triumphal organization of the National Government and the constitutional phases of its later development.

The Commission and Its Program

Congress has established the United States Constitution Sesquicentennial Commission to direct these significant events. The Commission is made up of The President of the United States, chairman, Vice-President of the United States, Speaker of the House of Representatives, five United States Representatives, five United States Senators and five "Presidential Commissioners." Mr. Sol Bloom of New York is the Director General.

The Commission will carry this educational celebration to every section of the United States, its territories and insular possessions. Every city, town, institution and organization is asked to participate in some appropriate and timely way, during the period September 17, 1937 to April 30, 1939. Within a short time every city and town in America, participating in these celebrations, will be appointing local committees for the development of its own ceremonies. The mayors of all cities have been asked to cooperate with state and national commissions. All important organizations of men and women have been asked to appoint similar committees.

Three major divisions have been set up to assist local communities or groups. A History Division will provide the necessary accurate facts for the use of local committees, and will serve as a clearing house through which many queries will pass concerning phases of our constitutional history. This division will work in close cooperation with the Education and Library Divisions.

A special project for creative writing of plays and pageants will conduct contests in high schools, colleges and among adults.

There will be nation-wide activities that have a special appeal in every community. Foremost of these is the distribution of authentic reproductions of the Constitution and the Declaration of Independence to be displayed in appropriate places.

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These facsimiles will be sent to schools, libraries and museums.

An educational motion picture with a constitutional theme is planned for distribution at a minimum cost. The film will be available in both 35 and 16 mm. widths. To school children, a well directed film with a dramatic presentation will have a special appeal and may form the basis for a series of lessons in history.

There will be a special issue of stamps commemorating the Sesquicentennial of the Constitution. Appropriate commemorative medals and badge medals will be struck for presentation in Sesquicentennial projects and contests, as well as to schools taking a prominent part in the celebration.

The planting of trees as a special tribute during this observance is being planned with the American Tree Association.

Special Constitution poems and music will be distributed, together with plays and pageants adaptable to community needs.

In the Nation's Capital an art exhibition is being planned for the period of the celebration. This will consist of a loan exhibition of portraits of the signers of the Constitution.

Outstanding of the planned general activities are Constitution pilgrimages to the Nation's Capital and to Philadelphia to visit the shrines of the Constitution. Pilgrimage certificates will be issued to persons making this pilgrimage.

Principal Dates

The educational phases of the program will be continuous, but the commemorative features will center around a succession of definite dates.

On September 17, 1937 the national celebration will be inaugurated at Philadelphia where 150 years before the delegates signed the Constitution.

June 21, 1788 the date when New Hampshire ratified the Constitution, the last of the nine states required to make it effective.

April 30, 1939, the 150th anniversary of Washington's inauguration, will bring to a close the series of commemorative events.

Celebrations in those states which originally ratified the Constitution will naturally center about the dates of ratification given below:

December 7, 1787—Delaware
December 12, 1787—Pennsylvania
December 18, 1787—New Jersey
January 2, 1788—Georgia
January 9, 1788—Connecticut
February 6, 1788—Massachusetts
April 28, 1788—Maryland
May 23, 1788—South Carolina
June 21, 1788—New Hampshire
June 26, 1788—Virginia
July 26, 1788—New York
November 21, 1789—North Carolina
May 29, 1790—Rhode Island and Providence Plantations

The Constitution Grew Out of Struggle

One hundred and fifty years ago fifty-five delegates came together to draft a Constitution for the new government which was soon to be established. The Colonies had declared their independance of Great Britain, the Revolution had been fought and won, and a great new State was to be organized. For four months these delegates worked and fought and compromised before they were ready to sign the Constitution which was then just a "Document." This document consisted of a preamble and seven articles providing for the establishment of the various powers of government—legislative, executive and judicial; a definition of states rights; provision for amendment; establishment of the Constitution, laws and treaties of the United States as the supreme law of the land; and provision for ratification of the Constitution as proposed.

The purposes of the Constitution as set forth by these men indicate the true human objectives the framers had in mind. They stated, "We the people of the United States—in order to form a more perfect Union, to establish justice, to insure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty to ourselves and our posterity, do ordain and establish the Constitution of the United States of America."

These objectives of the preamble were no doubt acceptable to all, but critical issues arose over the articles. From that day to this, a struggle has persisted over states rights. After bitter conflict between the National party and the State Sovereignty group, a compromise was reached which gave Congress more power than it had under the old Articles of Confederation. A federal executive and a judiciary had not previously existed. There was a contest and compromise over the basis of representation of the states in the new Congress and another over the proportion of Negroes to be counted as "population" in the slave states.

The fact that it took seven months to secure the required nine ratifications of states and two

and a half years to get ratification by the thirteen original states indicates something of the human element that went into the framing of this great national document. The narrow margin by which ratification was won in some states indicates the widely divided opinion as to some provisions of the original Constitution. Pennsylvania ratified by 43 to 23 votes; Massachusetts after a close contest ratified by a vote of 187 to 168; New Hampshire followed with 57 to 46; Virginia with 89 to 79; New York 194 to 77 and Rhode Island 34 to 32.

With such large minorities in several of the strongest states it was clear that changes would have to be made early in the life of the new Constitution.

Dissatisfaction in and out of Congress with the Constitution as finally ratified was so great that it was agreed to submit to Congress at once a series of twelve amendments. Many people felt that states rights and the rights of the individual under the new government were not clearly defined. Within a comparatively short time ten of the proposed amendments were passed which are now popularly called a "Bill of Rights." This Bill of Rights assures us those guarantees we so much cherish — freedom of religion, freedom of speech, freedom of the press, and freedom of assembly. "These fundamental freedoms are the cornerstones that support, four square, the edifice of liberty we enjoy—if one crumbles the others fall."*

The question of slavery was a thorny one with the framers of the Constitution. But it was not until the struggle for the freedom of the slaves was almost ended, 75 years later, that the 13th amendment abolishing slavery in the United States was passed. Reconstruction measures guaranteeing equal rights to all citizens and the right of franchise to ex-slaves were embodied in the 14th and 15th amendments in 1868 and 1869. Both of these amendments were bitterly contested.

For a whole generation after the reconstruction amendments, the Constitution remained intact. Then came another wave of discontent and new amendments; some designed to facilitate government, others growing out of great social movements.

The authorization of income taxes in 1913, the provision for the election of Senators by direct popular vote in the same year, did not disturb the nation deeply. But the world upheaval of the Great War when all established known institutions were tested to the limit brought in its aftermath the Liquor Prohibition Amendment in 1919 and nation-wide suffrage to women in 1920. The forces and events leading up to these amendments were profound. The women's suffrage movement and the effort to outlaw liquor came closer to the life of the people than any other issue since the days of slavery. The repeal of the 18th amendment in 1933 was probably hastened by the calamitous days of the depression.

The current struggle over the Child Labor Amendment giving Congress the right to limit, regulate and prohibit child labor is a laboratory in which one can see the conflicting motives that lie behind all these deep-seated changes. For almost fifteen years that amendment has been before the states of the nation. It was passed by both houses of Congress by large majorities in 1924 but has not yet had the required number of state ratifications to make it effective.

What Lies Ahead

Our daily papers now carry headline proposals for another amendment to the Constitution, presumably to check the powers of the Supreme Court. The President in his opening address to Congress stated that it was not necessary to amend the Constitution in order to achieve the ends sought by a progressive democracy and plead for liberal interpretations of the Constitution by the courts, so that the will of the people as expressed by Congress should not be thwarted.

The discussion in the present session of Congress and the educational program of the Sesquicentennial Committee will give to all an opportunity to understand the origin and nature of the Constitution; to appreciate its many forward looking aspects; to realize that it is not a dead and eternally fixed document, but an instrument that has been changed time and again to meet the demands of our people, and that we need not fear future additions to its scope and effectiveness. Whatever may be our personal attitude in this regard, we may rest assured that the American people will "carry through" on the principles first laid down in the Declaration of Independence.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness. That to secure these rights governments are instituted among men, deriving their just powers from the consent of the gov-

(Continued on page 610)

* Mr. Sulzberger, pub. of *New York Times*, December 30, 1936.

Recreation Marches Forward!

The Twenty-second National Recreation Congress will be held May 17-21, 1937, at Atlantic City. There have been significant developments in the leisure-time field since the last Congress in October 1935. Many urgent problems are confronting recreation officials. You will have an opportunity to discuss them at the Congress. Do not miss it!

THE NEXT significant event in the onward sweep of the public recreation movement in America is the National Recreation Congress to be held May 17 to 21, 1937 at the Ambassador Hotel in Atlantic City, New Jersey.

No city should fail to be represented.

No leader can afford to be absent.

Board members, professional leaders, citizens generally will meet to pool their experiences, check their plans, gather new suggestions, and take further steps to push ahead this vital, youthful surging movement to make America a land where all may live joyously through recreation publicly provided.

Ask Yourself These Questions

What about recreation now that recovery is here?

What have we learned from the depression?

What can be retained for the permanent program?

How is it being answered in your city? In other cities?

Do your present facilities meet your needs?

Are you using what you have to capacity?

Is your leadership in accord with modern standards?

Is your city conscious of what is being done now?

What contribution can you and your city bring to the Congress?

What can you take back to your city from the Congress?

The information, inspiration, ideas and plans to be had at the Twenty-second National Recreation Congress are the *sine qua non* for the recreation movement in the year ahead.

Come to the Congress.

Use the power of the whole national movement to help expand and strengthen your own local work.

The Headquarters Hotel

Delegates to the Recreation Congress will be fortunate in finding the entire facilities of the magnificent Ambassador Hotel placed at their disposal.

Comfortable and quiet sleeping accommodations, spacious meeting rooms, attractive exhibit space, facilities for special luncheons and dinners, reasonable rates and generous cooperation are being provided by the Ambassador Hotel. The entire Congress will be centered there. All delegates are urged to to make their reservations early and directly with the Ambassador Hotel.

Back to Atlantic City!

The plan of going back to Atlantic City for the twenty-second Recreation Congress is meeting with a favorable response from those who recall the meetings held there in past years. Newer workers who have entered the field since the last meeting held in Atlantic City in 1930 are looking forward eagerly to their first congress in the city of boardwalks.

Louisville's Fifth Annual Play Contest

"PRACTICE MAKES PERFECT," the ancients advise us in a familiar saying. Then it follows if you do a thing well four times the fifth time it should be even better. And so it proved at the Fifth Annual One-Act Play Contest held under the auspices of the Division of Recreation, Department of Public Welfare, Louisville, Kentucky. The number of plays presented this year was double that of the first, and over 150 eager Thespians tried their skill at comedy or farce or tragedy in the twenty-four plays produced. The Louisville contest was scheduled for three days late in May at the University of Louisville theater, the Playhouse, Boyd Martin, Director of the University of Louisville Players, cooperating.

"What rules do you suggest for a drama tournament?" This question is asked over and over again as more communities initiate events of this kind. The rules developed over a series of years by Miss Elizabeth Wilson, Drama Supervisor, Division of Recreation, Louisville, may help you in planning a tournament in your community.

Contest Rules

1. The contest is open to all non-professional dramatic groups in Louisville. No professional actors shall be employed in the presentation. A professional director does not come within the restriction mentioned as long as he does not act a part in the tournament.

2. Registrations may be made at the Recreation Division Office, Central Park. Registrations close at noon Friday, May 15th, 1936. The name of the play should accompany the registration.

3. All plays must be presented before the cyclorama provided at the Playhouse, only portable props being permitted.

4. Each group will be responsible for its own properties. The stage will be provided "broom-cleaned." Foots, borders, hanging spots in the border, and four spots in the auditorium will be provided. All additional adjustable lighting equipment must be furnished by the production.

5. All properties and effects of each group must be at the theater on the morning of the day it is to play. These must remain in charge of the tournament until a decision has been reached by the judges as to the prize plays that are to be presented a second time at the final performance. Groups must remove properties as soon as they are definitely eliminated from the contest.

This attractive program cover, in blue and white, was designed by a NYA worker

6. Each group will be allowed one-half hour before the tournament for a scenery, properties, and lighting rehearsal, time to be alloted by the tournament committee. A complete dress rehearsal of each group will be impossible.

7. The tournament committee is absolutely not responsible for royalty fees. *Each group must show proof of royalty payment before lots are drawn.*

8. Plays will be grouped by the tournament committee to give a diversified program at each session, but lots will be drawn the day before the performance for the order of presentation.

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9. Judges, selected by the Tournament Committee, will judge on the following scale:*

A. Interpretation		15 points
1. Tempo	(3)	
2. Diction	(3)	
3. Acting	(3)	
4. Mood	(3)	
5. Voice	(3)	
B. Production		10 points
1. Costuming	(3)	
2. Props	(2)	
3. Lighting	(3)	
4. Makeup	(2)	
C. Play Selection—quality		5 points

10. The Tournament will be held on Wednesday, May 27th, at 2:30 and 7:00 P. M., and Thursday, May 28th, at 2:30 and 7:00 P.M., and Friday, May 29th, at 7:30 P. M. In case of a tie, time for the play-off will be arranged by the committee.

11. Groups will be divided into age groups as follows: Junior High age; Senior High age; Open (no age limit). Groups may indicate into which age classification they fall. In registering, give the average age of players in the cast.

12. A special classification will be made for original plays in event of three entries.

Publicity, Tickets and Programs

But rules and regulations were not the only problems in the contest. There was need for publicity, tickets and programs. One person handled the publicity and a considerable number of articles and pictures heralded the event in the newspapers. During the contest the papers ran interest-stimulating stories and, at its close, published pictures of the winners with their trophies. Bright yellow tickets were printed as a NYA project. They were free and twenty-five of them were given to each participating group, but each group could obtain additional tickets by asking. Tickets were available for the general public at the Recreation Division offices and the Playhouse on the days of the contest and could be had for the asking. An attractive program was done in blue and white with an appropriate block print design on the cover, designed and executed by a NYA worker. Inside the program were printed the entries.

The Entries

Junior Division

1. *The Princess No One Could Silence* by Goodrun-Thorne Thruston, Community Center
2. *The Blue Prince* by Alice C. D. Riley
   Humpty Dumpty Players, Neighborhood House
3. *Princess Tenderheart*
   Marylen Players, St. Mary Magdalen School
4. *Little Pink Lady*
   Oakdale Community Center
5. *Hans Bulow's Last Puppet* by Grace Ruthenburg. Central Park Players
6. *Theories and Thumbs* by Racheal Field
   U.O.A. Club, Neighborhood House
7. *The Meeting of the Young Ladies* by Eugene LaTour. Holy Rosary Club
8. *Six Who Pass While the Lentils Boil* by Stewart Walker
   The Puppeteers, Main Library
9. *Ten Minutes By the Clock* by Alice C. D. Riley. Die Yidische Kinder Zingers, Neighborhood House
10. *Once in a Hundred Years* by N. A. Jagendorf
    Highland Park Community Center
11. *The Three Wishes*
    Shawnee Players
12. *The Sentimental Scarecrow* by Racheal Field
    Shawnee Junior Players
13. *Imagination* by Warren Beck
    Eastern Junior High School

Senior Division

1. *Op O' Me Thumb* by Tenn and Pryce
   Highland Park Community Center
2. *The Rehearsal* by Christopher Morley
   Oakdale Community Center
3. *The Heart of a Clown* by C. Powell Anderson. Baptist Goodwill Center

Open Division

1. *The Wonder Hat* by Hecht and Goodman
   Five Star Dramatic Club
2. *Bread*
   Oakdale Mothers' Club
3. *The Man Upstairs* by Augustus Thomas
   Bertrand Players
4. *The Intruder* by Maeterlink
   Federal Players
5. *If Men Played Cards As Women Do* by Edgar Kaufman. Richmond Boat Club
6. *The Marriage Proposal* by Chekhov
   Independent Players

Original Plays

1. *Dusk*
2. *We Fight for Peace*

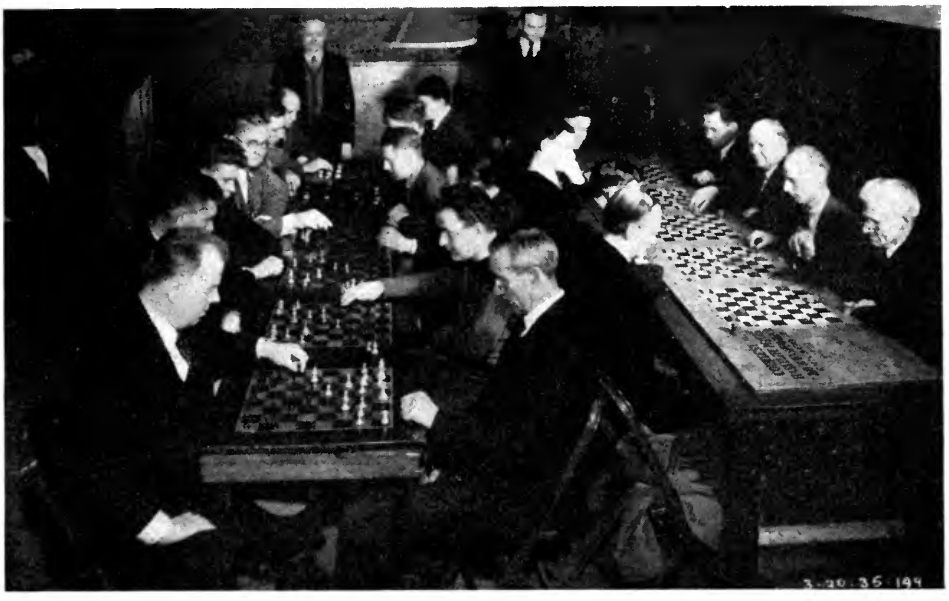
Trophies were awarded on the last evening of the contest—a plaque for the play taking first place in its division and a silver cup for the winner of the original play division. Honorable mention was given to a play in each of the Junior and

(Continued on page 610)

* These figures were not on the blanks given to groups, but on the judges' score cards.

More About Chess

A game which is winning a place for itself in city play programs



Courtesy Chicago Park District

In the June issue of *Recreation* there appeared an article on chess playing on the playgrounds of Milwaukee which aroused much interest. So rapid has been the development of interest in chess as a game for playgrounds and community centers not only in Milwaukee but in other cities, that we are presenting some facts showing something of its growth in popularity among children as well as adults.

THE HISTORY of chess playing in the social centers and on the playgrounds of Milwaukee, Wisconsin, covers a period of five years. It has been a steady growth which bids fair to continue.

At the Social Centers

There were very few chess players in Milwaukee prior to 1932. In the fall of 1931, the Milwaukee Public Schools Department of Municipal Recreation and Adult Education started its chess instruction at the social centers with classes open to adults only. The results were surprising. The summer of 1936 found eleven beginners' courses taught by three teachers in the evening social centers, two advanced courses with one teacher, and four master courses taught by a United States chess master. In the afternoon social centers there were fourteen beginners' courses with three teachers and forty-seven beginners' classes on the summer playgrounds taught by four teachers.

It was only natural that after the first year of chess instruction there should be not only an increased interest in the game but a demand for competition. To meet this the Department organized in 1932 a Municipal Chess Association. Instead of conducting a tournament for individuals, the first competition offered the players was in the form of leagues. The best known players were classified as Major AA. Those of some ability were classed as Major A, while those just completing beginners' lessons were given a Minor classification. The six best players in the Major AA division were appointed captains. At a meeting of the captains numbers were drawn from a hat and each selected one at a time three players for his team. In the Major A and Minor leagues anyone could organize a team and enter same in the league. A complete set of league rules and regulations was drawn up to govern team organization and play. A double round robin schedule was played and this competition proved to be far more beneficial for the promotion of chess than individual tournaments. The first year of municipal league play found one Major AA, two Major A and two Minor leagues, with 32 teams and 143 registered players.

Since the opening year of league play, the continuance of chess classes has increased tremendously the

number of chess players. As a result, last season found a Major AAA league with eight teams, two Major AA leagues, two Major A leagues and five minor leagues—a total of ten leagues, 71 teams and 322 players in league competition. A double round robin schedule for all leagues over a period of twelve or fourteen weeks is now in operation. Individual medals are given to the members of each team in each league, while the names of the players are inscribed on the municipal league plaques in the chess room. Players are rated annually according to their record in league play during the previous season. Captaincies are now automatic in each league, appointment being made according to the individual standings. Players with an individual standing of .750 in 75 per cent of the season's games are automatically classified to the next league of higher classification, while those with a record of .250 are dropped to the next league of lower classification.

Chess classes and league play, however, have not furnished all of the chess desired by the many players in Milwaukee. As a result, annual tournaments are conducted for the City Championship, County Championship, Masters, Class A and Minor divisions, Rapid Transit, Women's Championship, Boys' Clubs, and the Wisconsin State Championship. The latter, however, is not held annually in Milwaukee but finds many local players competing in the same each year. This last season these nine tournaments attracted 279 participants. Traveling trophies are awarded in the City, Master, Major and Minor tournaments, while permanent trophies are awarded in the State, County, Women's, Rapid Transit and Club tournaments.

In league play, a franchise fee of two dollars per team is charged in the Major divisions, while the Minor league's team franchise fee is one dollar. A charge of fifty cents is made in the City Tournament, twenty-five cents in the County and Master tournaments, fifteen cents in the Major tournament, and ten cents in the Minor and Rapid Transit tourneys. The entry fee to the women's tournament is twenty-five cents, and the club tournament is free. The entrance fee to the state tourney is one dollar.

In addition to classes, league and tournament play, inter-city matches are scheduled. This last season thirteen such matches involving 396 players were played. In addition, fifteen exhibitions were given throughout the city by leading players and two national masters, such exhibitions attracting 308 participants. As a result of all this chess activity, the 1935-36 season (from June to June) attracted a total attendance of 13,811.

The Department of Municipal Recreation has provided an attractive large municipal chess room at the Lapham Park social center. This room is well furnished and the chess pictures on the walls create an appropriate atmosphere. A beautiful trophy case contains the trophies and statuettes, while the walls are adorned with the municipal league plaques. Tables, chairs, chess sets, boards and clocks are furnished. Chess magazines are also furnished by the Department for the use of municipal players. An official referee is provided by the Recreation Department for all league and tournament matches. The room is open every afternoon and evening, six days a week. Monday and Friday evenings, however, are the league and tournament evenings.

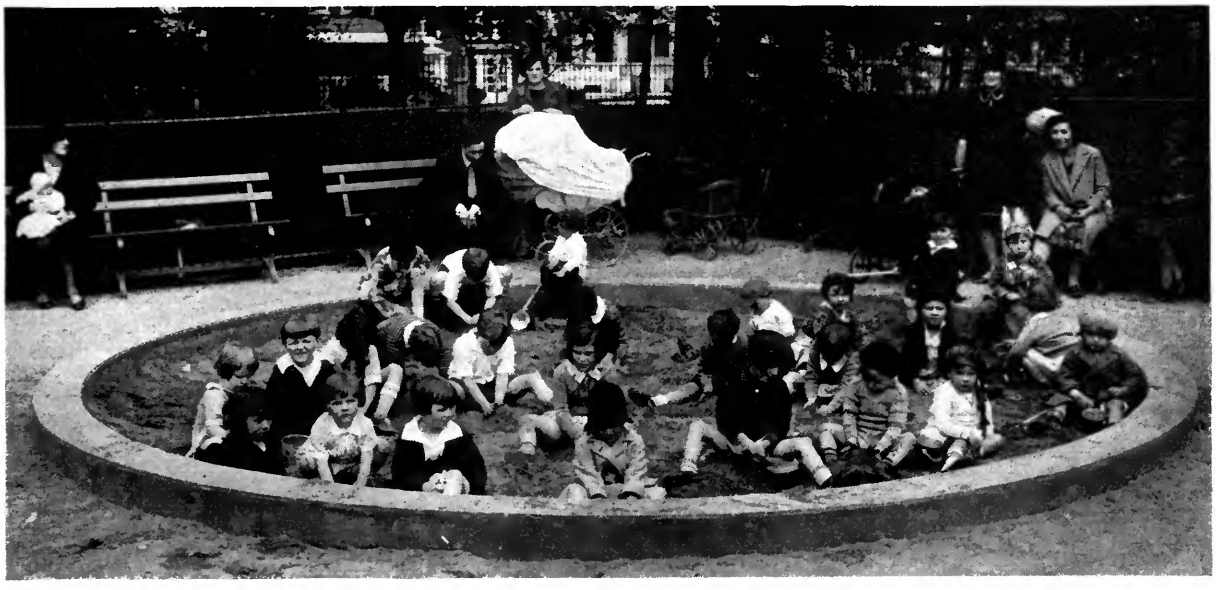
On the Playgrounds

In 1936 for the third consecutive year the Department of Municipal Recreation and Adult Education taught chess on the playgrounds. This year instruction was offered at 47 playgrounds instead of 27 as in 1934 when the program was initiated, and 1,324 boys and girls and young people ranging in age from eight to twenty-four years were enrolled in the classes which were conducted in the afternoon and evening. The course of instruction consisted of five lessons, one given each day for five consecutive days on every playground. The class period lasted an hour and a half; part of this time was spent in simultaneous play by the instructor. Classes were organized through the medium of the playground bulletin board, announcements, pictures and newspaper articles.

The method of procedure in instruction was as follows: The first lesson consisted of teaching the names of each piece, how each moves, the object of the games and mate; lesson two reviewed lesson one and then took up board notation, En Passant, and castling; lesson

(Continued on page 611)

Types of Municipal Recreation Areas



Play lots where children of pre-school age may play under the watchful eye of parents or of older sisters are highly desirable

IN RESPONSE to increasing demands for recreation areas and facilities, American cities in the last few years have greatly expanded their recreation properties and have developed them for a wide range of uses. Because of the varying conditions in different cities and of rapidly changing recreation interests, habits and needs, there is little uniformity in the types of properties comprising present-day recreation systems.

Nevertheless, several types of areas are recognized as essential and there is considerable agreement as to their function, size, location and layout. Furthermore, it is agreed that these and other types of properties should be distributed throughout the city in such a way that the entire population be adequately served. Open space devoted to park and recreation use should be provided within a city so as to afford one acre for each 100 people, according to a widely accepted standard. Some authorities further believe that from forty to fifty percent of the total open space should be in areas devoted primarily to active recreation use.

The following statement outlines briefly some of the essential functions and features of the more important types of municipal recreation areas:

The Play Lot

Play lots are small areas intended for the use of children of pre-school age. They serve as a substitute for the back yard and are usually owned and maintained by private rather than municipal agencies. They are rarely provided except in apartment or tenement districts or in underprivileged neighborhoods where back yard play opportunities are not available.

Size. 5,000 to 10,000 square feet. A reasonable standard for children's playground space is one acre for each 1,000 of the total population.

Location. In the interior of large city blocks or in or near the center of one or more units of a multiple family housing development. Small children should not be required to cross a street in order to reach one of these play areas. In some neighborhoods it may be desirable to provide a play lot in a small section or a corner of a neighborhood or children's playground.

Layout. The play lot should be entirely surrounded with a low fence or hedge. There should be shade trees around the borders and a central grass plot; play equipment, set at intervals around the border, under the trees, and possibly a wide concrete walk, separating the apparatus area from

the grass plot, the walk to be used for kiddy cars and velocipedes.

Equipment. One or more sand boxes with movable covers; block-building platforms adjoining the sand boxes; sand tools; large building blocks; small slide; playhouses; several chair swings; a few low see-saws; low climbing apparatus, such as junior Junglegym; low drinking fountain; benches and tables for quiet games for mothers, nurses and older sisters; shelter for baby carriages and from sudden rains; flag pole; bird bath; play materials. If the sand box is not under a tree a trellis should be erected over it and vines planted along the trellis.

Leadership. On most play lots there will be no regular paid leadership but the children will be looked after by their parents, nurses or older sisters. The area will be visible from many of the homes which it serves. If a play lot is located on a children's playground a play leader should be assigned to care for the children.

The Children's Playground or the Neighborhood Playground

This area is intended to provide opportunities for children, primarily between the ages of five and fifteen, to take part in a variety of fundamental and enjoyable play activities. It is perhaps the best known and most numerous of all types of municipal recreation areas. Most playgrounds in addition provide facilities which may be used under certain conditions for the play of young people and adults.

Size. From three to seven acres. Seldom is a smaller area satisfactory even in a sparsely settled neighborhood. If a larger area than 7 acres is required more effective service will usually be given by providing two smaller areas. A reasonable standard for children's playground space is one acre for each 1,000 of the total population.

Location. Since the playground serves primarily children of grammar school age it is usually desirable for the children's playground to be located at or adjoining the elementary school site. No child should be required to walk more than half a mile to reach a playground. In congested neighborhoods or where there are heavily trafficked streets the most effective radius is not more than a quarter mile. The location of playgrounds along heavily trafficked streets, railroads or industrial areas should be avoided.

Layout. Among the usual features are an apparatus area; an open space for games of the younger children; a wading pool; sheltered area for handcraft and quiet games; informal outdoor theater or storytelling corner; a shelter house (unless the school building provides needed facilities); special areas for games and sports such as playground baseball diamonds, volley ball, basketball, paddle tennis, handball and horseshoe courts; straightaway running track, jumping pits and probably one or two tennis courts. In some neighborhoods a special section for children of pre-school age will be provided. The various areas should be separated by paths, hedges or fences where necessary. The entire area should, as a rule, be fenced and a planting strip provided outside the fence. Shade trees should also be provided around the borders and especially in the play lot.

Equipment. Among the types of apparatus which are commonly provided are an eight-foot high slide; several ten or twelve foot swings; sand boxes; Junglegyms; a few see-saws; balance beam; giant stride; traveling rings; horizontal ladder and horizontal bars. Other desirable items of equipment are: one or more drinking fountains; tables and benches; a flag pole; a bulletin board. Permament or removable standards will be required for the various games and sports and an ample supply of play materials for various activities will also be needed.

Leadership. At least one man and one woman leader should be present on the playground at all times when it is open for use. During periods of intense use or when special activities are being carried on one or more additional assistants are needed.

The Neighborhood Playfield

This area is primarily to provide varied forms of recreation activity for young people and adults, although a section of this area will usually be developed as a children's playground. If possible, it is desirable that a part of the neighborhood playfield be landscaped so that it may have a park effect.

Size. 10 to 20 acres. If more space is available it is usually used for development as a landscaped area. A reasonable standard for neighborhood playfield space is one acre for each 1,000 of the total population.

Location. One of these areas should be within a mile of every home. In congested areas or where the population is more than 20,000 per square mile there should be one of these areas in every square mile. Because many of the facilities which this type of area provides are needed for junior and senior high school physical education and sports programs, it is usually desirable that the neighborhood playfield be at or adjoining a high school site.

Layout. Not more than three acres will usually be developed for a children's playground for the immediate neighborhood. A major part of the area will be devoted to fields for games and sports such as baseball, football, soccer, softball, field hockey; also for handball, volley ball, tennis, croquet and other courts. Other features may be a bowling green, archery court, outdoor theater. A special section should be provided for the exclusive use of older girls and women. Usually there is a quarter mile running track and essential facilities for track and field events. The area may also provide one or more outdoor fireplaces and benches and tables for neighborhood picnics. Unless bathing facilities are provided elsewhere in the neighborhood served by the area, an outdoor swimming pool may be essential.

Unless the school building provides suitable facilities there should be a field house with sanitary facilities, locker, dressing and shower rooms; also a place for the storage of equipment and the director's office. Frequently the building also contains recreation rooms such as a gymnasium, club rooms, craft rooms or an auditorium for social, dramatic and other events. If the area contains a swimming pool the building will also serve as a bath house and provide the needed facilities.

The entire area should be attractively landscaped and as much should be in turf as practicable. If possible, one or more small groves of trees should be in the area which should, especially through border plantings, present an attractive park-like appearance.

Equipment. The same types of equipment are needed as for the children's playground, although frequently a greater amount will be required to take care not only of the people in the immediate vicinity but the larger numbers who come to the playfield for various activities. Additional types of outdoor and indoor equipment will be needed for the building, swimming pool and the special game courts. Maintenance equipment will also be required; likewise additional game supplies. As a rule, movable bleachers are more preferable for this type of area than permanent seating facilities.

Leadership. The amount of leadership will depend on the size of the area and the features provided. If there is no swimming pool, one man director with an assistant and one woman director with an assistant are likely to be required for effective operation, especially during periods of intense use. If the area has a swimming pool, a manager, cashier and lifeguards will also be needed. At least one and probably two or more maintenance workers will be required for a fully equipped playfield.

Large or Recreation Park

This area is intended to provide the city dweller with an opportunity to get away from the noise and rush of city traffic, to refresh his senses by contact with nature. This type of area affords such an opportunity in the restful contemplation of the out of doors and it provides a pleasant environment for engaging in recreation activities.

Size. 100 acres and upwards. It is seldom possible to secure the desired park effect in an area of less than 100 acres and it is not often possible to secure suitable areas of more than 300 acres within the city limits.

Location. There should be one of these parks in every major section of a large city. It has been suggested that there should be one for every 40,000 inhabitants.

Layout. This type of area does not lend itself to any standardized form of layout, but its value lies primarily in the effective utilization of its natural features. A large percentage of the area should be in various types of woodland so as to make possible different landscape effects and with some sections sequestered. Part of the area should be devoted to open lawn, meadow and valley. One or more water areas contribute greatly to the value of the recreation park. Roads should provide access to centers of greatest use or to vantage points, but should be kept at a minimum. Paths for

This statement has been compiled by George D. Butler of the staff of the National Recreation Association in response to a number of requests which have been sent the Association. There will undoubtedly be differences of opinion where certain of the standards suggested are concerned, and the Association will very much appreciate receiving comments.

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walkers should be numerous and in some parts a bridle trail is a desirable feature.

Whereas the area is intended primarily for informal recreation, small sections especially near the borders may be developed for picnicking and for games and sports of various types. Boating facilities should be provided at the water areas which will also be used for skating in winter. The park will afford in addition tobogganing, coasting and skiing in the winter months. Needed parking facilities should be provided near the entrance. A zoological garden or water fowl sanctuary, outdoor theater, botanical garden, nature trail or nature museum may be suitable for such a park. Comfort stations or shelters are needed at places where people congregate in the largest numbers. In large areas a secluded section may be set aside for a day camp.

Equipment. Rustic benches and shelters may be placed at strategic points throughout the park, especially where fine views are obtainable. At the picnic centers drinking fountains, water, cooking accommodations and incinerators are needed, with possibly a few simple types of play equipment for children. Boats and accessory equipment are needed for boating, and toboggans, toboggan chutes, hockey rink boards and ice-maintenance equipment may be needed for winter sports.

Supervision. The personnel required for the maintenance and operation of such an area naturally varies. There should be one man in direct charge who will, perhaps, need an office or clerical assistant, at least during seasons when the park is intensively used, especially if permits are required. If large numbers of people use the special sections for picnicking or other forms of recreation, a recreation leader may be desirable not only for the summer but to promote a winter activities program. The services of several men will be required for maintaining and policing the park.

The Reservation

The reservation is a large tract of land which is kept primarily in its natural state but which is made available for the recreational use of the people for such activities as hiking, camping, picnicking, nature study and winter sports. Most municipal areas of this type are located either near the boundaries of the city or outside the city limits. Many cities do not have this type of area but rely upon state or county owned areas to provide this type of service.

Size. 1,000 acres or more.

Location. As previously indicated, this type of area is usually near or outside the city limits. Most areas of this sort are on county or state owned property.

Layout. These areas are as a rule not intensively developed, although at strategic points over-night camps, picnic centers and water sports facilities are located, accessible by automobile roads. Large sections of the reservation are accessible only by hiking or bridle trails. Increasingly these areas are used for winter sports and for a variety of nature activities.

Buildings are essential at hiking, camping, picnicking and boating centers, and shelters are sometimes provided along trails or at lookout points. These areas should also afford refreshment facilities.

Equipment and Supervision. These factors vary widely, depending on the size and development of the areas.

Special Recreation Areas

Many cities have acquired other areas which serve a particular recreation purpose. Among the best known are the municipal golf course, municipal camp, bathing beach or swimming pool, athletic field or stadium. Sometimes these facilities are to be found in the types of areas previously discussed but in the last few years cities have acquired many such special areas.

Golf Course. Most of the golf courses that have been established in the last few years have been on areas especially acquired for this purpose. At least forty or fifty acres are needed for a nine-hole course and not less than one hundred acres for an eighteen-hole course. Land of an uneven topography and with some woodland, is the most suitable. Besides the playing course a club house is needed. Sometimes tennis courts, a bowling green, putting greens and other game courts are provided near the club house. The course is often used for winter sports. Considerable machinery equipment and materials are essential for maintenance purposes. Personnel required at a golf course usually consists of a manager and professional (although these functions are sometimes combined in one person); one or more greenskeepers, laborers, starter, store-keeper and caddy master.

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A New Recreation Frontier

They may be shut-ins, but they are most decidedly not shut-outs from recreation!

THE WESTERN FRONTIER may be gone, but fields for pioneering are not exhausted, as a number of municipal recreation departments, pioneering along the new frontier of recreation for shut-ins, have found.

One of the first to explore this frontier was the Board of Recreation Commissioners of East Orange, New Jersey, which organized in 1927 a Recreation Council for Shut-ins in East Orange, but later enlarged it to include all the Oranges and Maplewood. The Council is composed of the civic groups and organizations which are interested in working with shut-ins, and has provided a number of different services to lighten the days of the shut-ins of these communities.

Each month a personal, chatty, cheery letter, written by Miss Frances Haire, founder of the project and Director of Recreation in East Orange, goes out to over a hundred shut-ins, many of whom are adults. These letters, mimeographed and gayly colored by the Girl Scouts, contain news of the service offered for shut-ins, the cooperating groups and games, and projects for the stay-at-home. The Public Library of East Orange compiles special lists of books for shut-ins, and many persons contribute magazines and books which are delivered free to each home. Should an Orange-ite plan a trip abroad or to an interesting place, the Woman's Auxiliary of the Chamber of Commerce assumes the task of sending letters to the traveler asking him to send letters or post cards to five shut-ins and encloses their names. So shut-ins *do* travel —if only vicariously.

The Gift Flower Bureau of the Oranges and Maplewood is organized to deliver flowers to those who need them. It is a member of the Recreation Council for shut-ins, and it has so organized its service that various member garden clubs take turns sending flowers to the shut-ins on the Council's list. Deliveries are made to each shut-in every two weeks in outdoor growing season, and monthly during the rest of the year. One Christmas the Bureau sent candles with sprays of holly, and on Easter, violets growing in white egg shells. A number of clubs are on the waiting list to be allowed to deliver flowers, so popular has the activity become.

An instructor from the WPA Recreation Division teaches the shut-ins various handcrafts, not only so that they may enjoy a creative activity but also so they may earn a little money if they care to. This year there have been two exhibits and sales in vacant store buildings which cleared $202.20 from the sale of articles made and brought $100 or so in orders throughout the year. All proceeds go to the makers, and materials or money for them have thus far been donated by the clubs belonging to the Council.

The visitors who deliver books and magazines, flowers and small gifts or just come to call add no little to the shut-ins' happiness.

"It occurred to me that other shut-ins would enjoy reading either parts or the whole of an interesting letter sent to you by a shut-in. Such a letter should be informative, funny, or tell of an interesting experience. It was with this thought that the fish derby started, and this is the proposal: Three or more of the best letters sent in by shut-ins about fish shall be printed and enclosed in the monthly letter. The shut-ins who haven't fish can enter the contest by writing about a 'fishy' experience, either true or imaginary."
—Extracts from a letter sent Miss Haire of East Orange by a shut-in, and included by her in a regular monthly letter to all shut-ins.

Other Cities Fall in Line

Following the East Orange trail along this new frontier came a number of other cities. Sioux City was one of them.

The Sioux City Department of Recreation Club, like that of the Oranges and Maplewood, is open to all elderly people unable to get out, any person who has been ill a long time, and all crippled children and adults. For these homebound people a monthly news bulletin is edited by "Miss Cheer" at the Recreation Department office. The bulletin contains information on hobbies of famous people, handcraft suggestions, a book corner, special humor and news

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An elderly shut-in at Kenosha, Wisconsin, greatly enjoys wood carving

columns, puzzles, games and contests. The names of those who wish to have other club members write to them are published in the bulletin so that those who care to may make new friends. The Department also arranges a weekly radio program for the club which consists of dramatics, music and reviews.

The Girl Scouts of Sioux City have cooperated with the Department by calling on members of the Shut-In Club and run such errands for them as calling at the library for books. The city has been divided into districts and a captain appointed for each district. The captain, also a member of the Girl Scouts, appoints a girl to call on each shut-in in her district. Calls are made on Monday or Tuesday each week.

The club, organized in February 1936, now enrolls 75 members. The names of prospective club members were gathered as a result of announcements of the club over the air and through the newspapers. Principals of schools, presidents of clubs and ministers were also asked for names.

Through an Open Window

Reaching the new frontier more recently is the homebound program organized in April 1936 for shut-ins in Kenosha, Wisconsin, under the direction of Ellen Marie Larsen, Municipal Recreation Supervisor. By October, with the aid of eight carefully selected high school graduates available through the NYA, fifty shut-ins recommended by social agencies were placed on a weekly calling list. Fifty more eagerly await a place on that list.

A group of civic-minded citizens have been asked to establish an executive group to promote this work and plans are being worked out for a women's organization to sponsor the activities, lend assistance and leadership.

For the shut-in the workers provide weekly periods of handcraft instruction of recreational or therapeutic values as the need requires, and, in the case of some of the older shut-ins, encourage them to develop sufficient skill so that articles can be sold through a Central Handcraft Exhibition for Disabled Craftsmen. Twice a month handcraft is given eighteen people at the Willowbrook Sanitarium, a county institute, and special crafts are arranged for the play activity of dangerous cardiac cases. And if a shut-in is back in his studies he is given instruction to help him keep abreast of physically normal children. Friends of the movement provide automobiles to take the shut-ins to the social club meetings held each month. One of the high spots of this club program was the Hallowe'en party.

A monthly bulletin, "An Open Window," published by the Recreation Department reaches a hundred shut-ins a month. It contains several pages of material, including book suggestions contributed by a library, a poet's corner, short stories by members and famous authors, jokes, puzzles, children's features. A social and a personal column.

In addition the Department has published a bulletin as a guide for setting up homebound community programs in the district. It includes suggestions for initial contacts, people to accept activities, and supervision of home calls.

A "Play Lady" for Shut-ins

The Recreation Commission of Cedar Rapids, Iowa, does not forget the children who are "shut-outs" from the regular playground program. To these crippled children it sends in cooperation with the WPA a "play lady" who knows full well the joy she can bring to the children, for she, too, was once a shut-in.

(Continued on page 614)

Tether Ball

By
RICHARD J. FOX
Willow Glen School
San Jose, California

Courtesy Sierra Educational News

Is tether ball a popular game? A Cooperative Extension Department worker in a southern state recently gave it first place as a favored activity for the rural schools. This article is being published in *Recreation* through the courtesy of the *Sierra Educational News*, November, 1936.

FREQUENTLY we hear boys express the desire to have boxing at school. We feel that tether ball, as it is played here, satisfies the normal urge of a growing boy to punch someone now and then. In our recreational program tether ball ranks very high in popularity.

Advantages

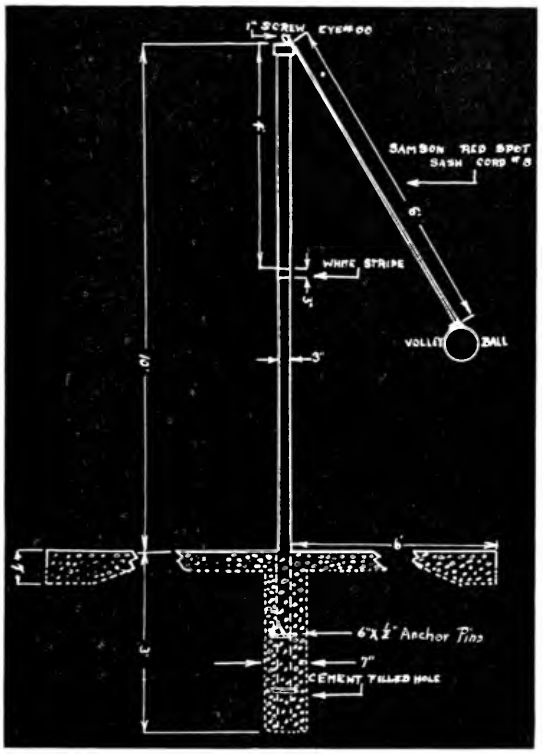
1. Moderate in cost.
2. No problem of checking equipment in or out.
3. Can be played when grounds are muddy.
4. Nominal supervision needed.
5. Balls not easily lost, stuck on roof or tree, or over fences.

Object of Game

The object of the game is to punch the ball with either fist in such a manner as to wind the cord attached to the volley ball around the pipe above the stripe six feet off the ground. Two boys play the game at a time. Both face east and try to punch the ball as indicated.

A foul line is grooved in the concrete base in a north - south direction. Each player must stay on his own side of the circle.

A series is won when a player wins two out of three games from his opponent.



Courtesy Sierra Educational News

Rules

1. When two players start to play, the shorter has the choice of courts.

2. When a challenger comes into play, a winner of a previous game has the choice of courts.

3. The ball is always served from the south court.

4. Players alternate in use of courts after game is started.

5. Upon winning a series (2 out of 3), the loser drops out and a challenger from the waiting line comes into the game.

6. If a player defeats three opponents, he automatically drops out of the game at the conclusion of the third series. In such a case, two new players take the court.

7. If both players "stall" (pull their punches), both are eliminated at once.

Violations

The following offenses are punishable by loss of one game (one-third of series):

1. Use of open hand, or hands.

2. Use of both hands together (open or closed) as in volley ball.

3. Set-up — stopping the ball to get an easy shot at ball instead of hitting it on the fly.

(Continued on page 616)

Figures in Light

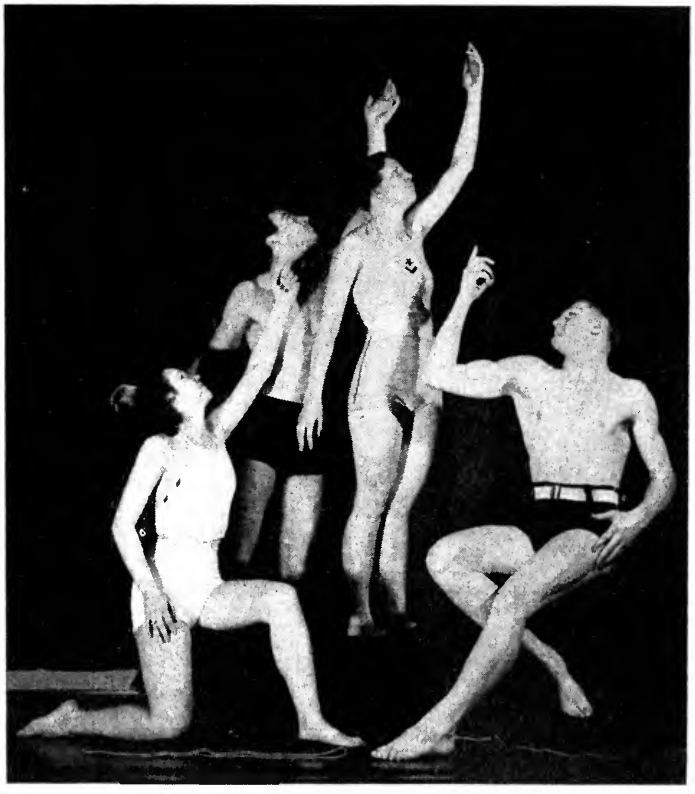
By H. D. EDGREN
Chicago, Illinois

Figure 1 personifies vigorous energy with the body prepared for activity

IN OUR many demonstrations of a school physical education program, we have found that practically every physical education director needs to balance his program with an "appreciation" act which is non-vigorous and non-stimulating to the audience. Statuesque posing fits this requirement for it is restful, pleasant and artistic.

George Williams College in Chicago has used a number of variations of such an act in the past years, including the classic frieze, bronze statues, uniformed athletes in motion and stationary figures. We believe we have developed something unique this year, for the act on our program entitled "Figures in Light" was an attempt to portray abundant energy seeking active expression in successful performance of an activity. Through it we sought to give a picture of the average boy or girl, full of life, wanting to be up and doing, coming to the gymnasium, being offered a great variety of play opportunities, being taught skill and style in these activities and then experiencing the joy and satisfaction to be had in performing these activities.

In Figure 2 the predominating motive is that of reaching up toward interest



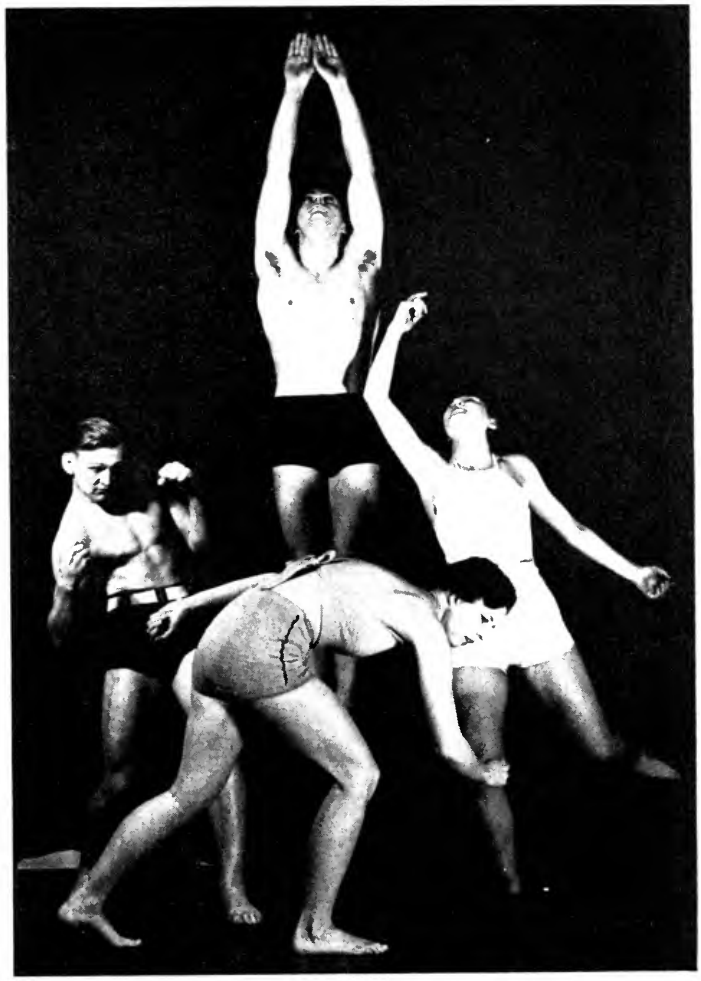


Figure 3 shows the general movements which are used in any type of sports

Just how this was done may be most clearly explained by a study of the pictures of the "Figures in Light" as caught by the camera.

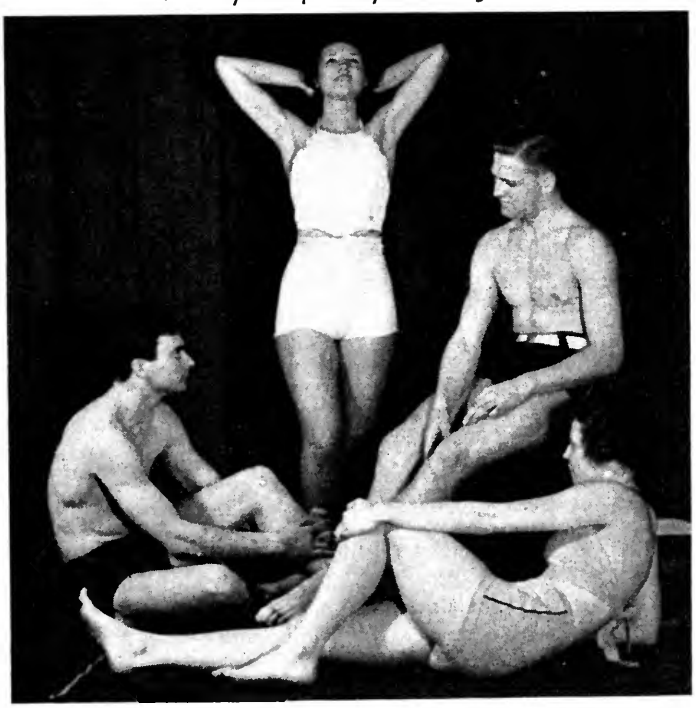
Vigorous Energy. Here are happy, joyous expressions with body ready to go, to leap to run. (Figure 1.)

Interests. The group is reaching up, looking longingly—reaching and pointing toward interest. (Interests are suggested by the silhouettes of various pieces of play equipment thrown on the screen. The reaching and pointing is toward them.) (Figure 2.)

Style. Here are shown the various general movements which might be used in any sport—flexion, ready-to-spring position, poise, reaching and striking. (Figure 3.)

Repose After Effort. Here is relaxation, comfort, joy of activity, and conversation about the previous play.

Relaxation, comfort and the joy of activity are portrayed in Figure 4



These figures were made particularly effective with careful use of lights and shadows. Lights were thrown from above and in front of the group which stood against a white background. Figures 1, 3 and 4 had a spotlight turned on the floor in front of the group, which threw the shadows on the screen, adding to the effectiveness of the silhouette. In figure 2 the light in front was omitted and in its place a light was placed behind with cut-out figures in front of it, enabling us to throw the shadows of various types of play equipment on the screen, representing the interests possible in a well-rounded play program. The use of lights of different colors made the shadow effect even more beautiful than a white light could have done.

Young People's Social Clubs in St. Paul

By ERNEST W. JOHNSON
Superintendent of Playgrounds
and
Public Recreation
St. Paul, Minnesota

BOYS AND GIRLS between the ages of sixteen and twenty years naturally have the desire to be together.

The Department of Parks, Playgrounds and Public Buildings of St. Paul believes it is its responsibility to provide wholesome recreation for this age group under favorable conditions. To meet this objective social groups have been formed at each recreation center and regular evenings are set aside for social games and dances. Leaders are provided who understand and are sympathetic with the needs and desires of young people and who are successful in bringing out boys and girls who are self-conscious and retiring.

Among the mediums which are used to accomplish the objectives of the department are the following:

Regular monthly planning meetings.

The planning and conducting of all the activities by the young people themselves.

Special instruction in activities such as dancing, game leadership and other phases of social recreation.

City-wide monthly instruction in planning meetings conducted by representatives of each club, with the advisors and leaders of the club and the supervisor of recreation activities.

Continuous though indirect suggestions of activities by the supervisor and the staff.

Occasional contact with the individuals who need bringing out and the making for these individuals of social contacts which will cause them to look forward eagerly to the next party.

The cultivation of inter-club courtesies and invitational social activities throughout the city.

The creation of personal hobby groups such as bicycle, camera and nature study groups, outdoor painting classes, and other hobbies and joint meetings of the groups engaging in their particular hobbies in the same area followed by joint exhibits.

The provision of good popular music and of decorations appropriate to the season.

Accomplishments

Sixteen clubs have been organized with a total of 1,014 members. Each club has conducted at least one dancing party and other types of parties have been held. Through our department we are furnishing two dancing teachers who are giving intruction to those who do not know how to dance and are helping them to feel at home on the dance floor with young people of their own age.

Many of the parties are given over to games and game contests—activities which are very popular. There is a desire among the boys and girls to learn the old-fashioned dances and these are introduced into the program at opportune times.

We feel that a program of joint social activities for young people has been somewhat neglected, and our young people have consequently been drifting to the public dance halls and taverns which are not wholesome or desirable places for them. We have the hearty cooperation of the parents in this program, and we believe that success is certain.

"Good leaders are the first and most important need in a recreation program for mixed groups. But leaders who are successful in other activities are not necessarily successful when they serve in this capacity. An expert with younger girls' clubs or an efficient basketball coach may be entirely unsatisfactory as a leader of a mixed group of young men and women. The ability to lead a particular group or teach an activity well is not enough. The leader of mixed activities needs, in addition, a warm sympathy and understanding of boy and girl relationships, but, most of all, the equality of being 'unshockable.'" — From *Partners in Play*.

Mr. Johnson's interesting contribution to the important subject of so-called "co-recreational" activities for young people offers us the opportunity to remind you of the book "Partners in Play" by Mary J. Breen, now in its second edition. This book may be ordered from the National Recreation Association. Price, $1.00.

WORLD AT PLAY

Courtesy San Francisco Recreation Commission

Traveling Puppets in San Francisco

THE San Francisco, California, Recreation Commission has a traveling puppet stage with a guignol proscenium on one side and a marionette proscenium on the other. It is mounted on a trailer and is parked near a playground for productions. There is plenty of room to store scenery and for taking care of the puppets. During the summer of 1936 a "puppet lady" went from playground to playground helping the children to make puppets. She also took the children from place to place to present their plays, eight of which were produced during the school vacation period. A total number of twenty-three productions were given. Adults as well as children are interested in puppetry, the Commission found. In 1935 an adult group became interested in marionettes, made a set and produced a pantomime of the "Nutcracker Suite" of Tschaikowsky. It was a delightful production, and the same group is now working on characters for "The Wizard of Oz."

Compulsory Physical Education in France

ACCORDING to a dispatch from Paris of the *New York Sun*, the French Parliament is expected to pass a bill making physical education compulsory for boys and girls under eighteen years of age. Since school attendance is required only of those under fourteen, it will be necessary for employers to arrange their schedules in compliance with the new law. Local sport clubs will cooperate in putting the provisions of the bill into effect, and government subsidies will be granted in return for the use of instructors and grounds. Where local facilities are inadequate, fields for sport will be provided and equipped.

One-Half Million Acres for Recreation

UNDER the land-use program of the Resettlement Administration, more than one-half million acres of land, unsuited for agriculture, are being purchased and developed for public recreation. Most of this land is included in forty-six projects established in cooperation with the National Park Service, and is located largely within fifty miles of large industrial centers.

A Year's Progress in Recreation

THE year beginning July 1, 1935 and ending July 1, 1936 was an important one in the recreational life of Hastings-on-Hudson, New York, a city of some 7,500 persons. Advances in recreation for that period include employment of a full-time Girls' Supervisor; the establishment of a new playground; the setting up of a boys center in the Hook and Ladder Fire Station; the use of four rooms daily, afternoon and evening, in the school, and of two school gymnasia four nights a week; the development of winter sports for the first time with the blocking off of six streets for coasting, the flooding of tennis courts for skating, and last, but not least, the broadening of the entire program to cover all ages and privileged as well as under-privileged groups.

The Dade County Centennial

A HIGH point in the annual report of the Recreation Division of Miami, Florida, was the contribution of the Division to the celebration of the Dade County Centennial which lasted three

weeks. Although the event was county-wide, it was under the direction of the Recreation Division, and for weeks the personnel and facilities of the Division were absorbed in the colossal undertaking. The opening event was a children's fashion show, followed by a number of track meets and a dedicatory exercise at Greynolds Park to which over 2,000 brought basket lunches and enjoyed boat races and an historical pageant utilizing a number of CCC boys. The Florida Centennial collection of flowers, valued at $100,000, was also held at this time. Then came the two-week Dade County fishing tournament in which over 2,000 fishermen participated, fishing within a prescribed area and landing fish varying in weight from four to four hundred and eighty-two pounds —on the scales. The Recreation Division, for its annual Pan-American Day celebration, gave in conjunction with the Centennial a pageant "O'Higgins of Chile," written especially for the occasion. The Dade County Centennial Track Meet marked the inauguration of the Miami Olympics. The high school boy athletes were housed in a miniature "Olympic Village" of tents and showers, and special kitchens were set up on the park. So successful was this two-day meet that it promises to be an annual affair. It is estimated that sixty percent of the population of Miami attended one or more of the Centennial events.

Soap Sculpture Contest Announced — The annual competition for small sculpture in white soap, held under the auspices of the National Soap Sculpture Committee, will extend until June 17, 1937. Full information regarding the contest may be secured from the Committee at 80 East 11th Street, New York City.

An Orchestra for Reading—It was in May 1932 that ten residents of Reading, Pennsylvania, met at the home of one of the group and formed the Reading Philharmonic Ensemble which was later destined to become the Philharmonic Symphony Orchestra. For the first few months H. A. Meyers, the conductor, held rehearsals at his home and supplied the orchestra with music. As membership increased, a rehearsal room was rented and later the orchestra obtained permission to use the City Hall auditorium. From its initiation the orchestra has had the backing of the City Recreation Department which has aided materially in securing support for the group.

Each year since its inauguration the orchestra has presented four large public concerts and on frequent occasions has supplied music for Berks County charitable groups and institutions. It has been active in the city's recreation program, performing at church functions, playground events and in city parks. The real purpose of the orchestra has been to afford music students of Reading an opportunity to further their interest in the orchestral field, to tide over the period between high school and college or professional life, and to give the students an opportunity for solo work. There are now 110 active members and Mr. Meyers is still the leader.

Youth's Needs—The National Girls' Work Council in its October News Letter reports the panel discussion of "What Youth Needs Today and Tomorrow," held at one of the Council meetings at the National Conference of Social Work in Atlantic City. Mr. John Lang, Research Assistant, CCC Office of Education, Department of Interior, Washington, gave the chief paper, bringing out five basic needs of youth—education, recreation and avocation, employment, health needs, and needs related to character, moral and citizenship development. In speaking of recreation, Mr. Lang stressed the inadequate use of school resources and the very great challenge of the new leisure. Speakers taking part in the panel discussion emphasized the need of education for leisure and for developing more resources and better methods in the field of informal education outside the school. The discussion of the other main points brought out the importance of revamping the educational system and for attacking the vital problem of employment, and the part which youth could play in the solution of its own problem.

Musical Opportunities in Pontiac—The Pontiac, Michigan, Recreation Department was able to offer a great variety of musical opportunities according to its annual report for 1936. Outstanding among these was the Christmas Cantata, "Music of Bethlehem," which was presented at the Pontiac High School Auditorium by members of the Wisner, McConnell and Longfellow PTA chorus and the St. Joseph Hospital Nurses' Glee Club. It is hoped that the success of the cantata will stimulate the formation of a chorus in connection with every Parent-Teacher Association in the city. In addition to the Christmas music, instruction was offered in piano and violin. An orchestra and a glee club were organized among the

For Playgrounds and Tennis Courts

GULF SANI-SOIL-SET

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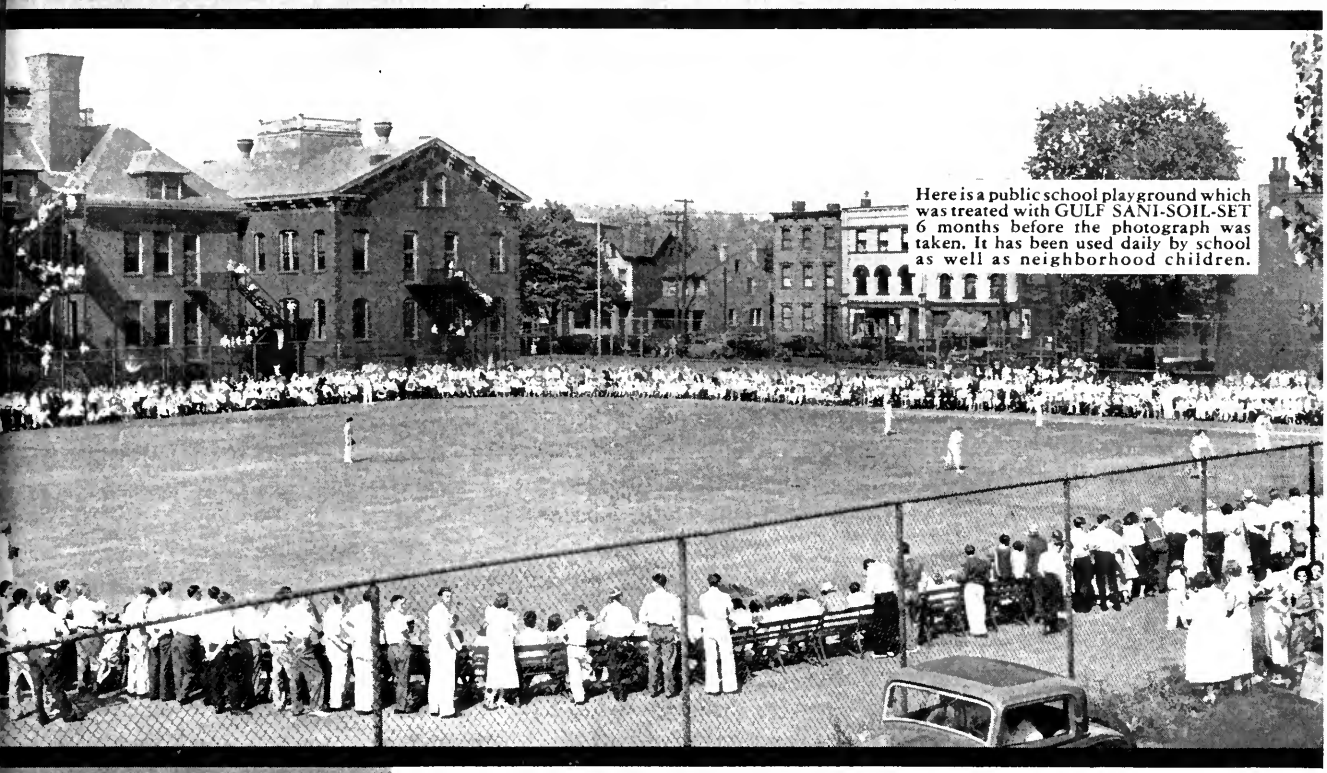

Here is a public school playground which was treated with GULF SANI-SOIL-SET 6 months before the photograph was taken. It has been used daily by school as well as neighborhood children.

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RECREATION officials now have a practical solution to the playground dust problem!

A new product—Gulf SANI-SOIL-SET—has been developed by Gulf for dust allaying purposes on earth surface playgrounds. This material can be applied at low cost. When properly applied, it will not harm or stain clothes or shoes and under usual conditions of weather and soil, one application per season will suffice.

Let a Gulf representative tell you more about GULF SANI-SOIL-SET.

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Please send me without obligation a copy of the booklet "Gulf Sani-Soil-Set for Treating Playgrounds."

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patients at the State Hospital, winning many favorable comments from the State Hospital authorities.

"Human Crop"—The Department of the Interior has produced a new moving picture, "Human Crop," which has been made to tell the story of the recreational demonstration areas being developed by the National Park Service. It shows graphically the need for organized camping facilities throughout the country, especially for people of the lower income group living in large centers of population. The film is now available for distribution and may be borrowed free of charge from the Division of Motion Pictures, Department of the Interior, Washington, D. C. It is available in both 16 mm. and 35 mm. size, but for sound projection equipment only. It is in one reel, requiring approximately ten minutes to run. The Division of Motion Pictures suggests that in writing for the film local groups state a choice of several dates for showing as it is expected there will be fairly widespread demand for the picture.

Sycamore Resumes Its Year-Round Program Sycamore, Ill. (population approximately 4,000) voted favorably on two tax levies on December 9th. One authorized a permanent recreation levy on the basis of the Illinois Law. The other was a vote to increase the present millage under the State Park Laws from 1½ mills to 2 mills. Before the depression, Sycamore had a year-round program for a time which centered about the community building contributed by a local resident. The budget was provided through private funds which were not forthcoming during the depression period, with the result that the community has been without a full time worker and the building has actually been closed for the past year or more except on special occasions. The donor of the building is transferring the ownership of the building to the city and a new Playground and Recreation Commission, created by authorization of the Illinois Recreation Law, will henceforth administer the building and the community program. The funds derived from the additional park levy will also be applied to the community recreation work.

Pamphlets for Club Women — Miss Lena Madesin Phillips, Associate Editor, *Pictorial Review*, has prepared a series of attractive pamphlets for club women under the following titles: *New Techniques in Club Programs; Denizens or Citizens?; Starting the Club Year Right; Keynoting the Club Program; A Challenge to the Modern Club Woman; Conventions; The Club and the Community* (We Organize for Action); *The Club and the Community* (We Make a Survey); *The Leaders of 1966; Getting It Across; Taxes.* There are also available two study outlines, *The Constitution of the United States* and *American Home.* These pamphlets may be secured from Miss Phillips, Pictorial Review Company, Inc., 316 West 57th Street, New York City, at six cents each. Twelve may be obtained for fifty cents for the set.

Recreation—the Melting Pot—When, early in 1936, the Recreation Division of the WPA opened a recreation project at Red Lodge, Montana, the biggest obstacle encountered was the "clannishness" of several foreign groups in this former coal mining center. The largest foreign group consisted of the Finns, who for years have been a group unto themselves, conducting activities at which only the Finnish language was spoken. With the inauguration of a series of Community Nights the Finns were asked to present their choir at one of the first programs. The choir, singing a group of Finnish folk songs, was well received, and when next the Finns held an entertainment they requested that the project's English chorus sing a group of songs. By this request a custom of half a century was broken, for it was the first time that any entertainment in the English language had ever been presented on a program of the Finnish group in Red Lodge. The recreation project director now has in preparation an International Night at which the Austrians and Italians, as well as the Finns, will present a program of their national songs and dances.

The Radio Problem — The November issue of *The Record,* published by the Girls' Friendly Society, 386 Fourth Avenue, New York City, is devoted to the subject of the radio. "What do we get out of it?" "What does it do to us?"—are some of the questions asked in this issue. The material also includes skits, "What I Listen To," check lists, discussions, trips, etc.—a wide variety of things to do and to discuss. Copies may be secured from the Girls' Friendly Society for 20 cents each.

In a Children's Museum — Oklahoma City,

Oklahoma, has a taxidermist provided through a WPA recreation project whose duties include the repairing of birds and animals at the children's museum, the giving of talks and demonstrations before PTA groups, community centers and classrooms.

Summer Sessions at Mills College — Mills College, Mills College, California, announces its twelfth residential summer session for men and women to be held June 27th to August 7th. There will be courses in art, sports, education, creative writing, drama and the speech arts, child development, Maison Francaise, modern dance, and music.

The National Play Bureau — The National Play Bureau, Federal Theater Project, 231 East 42nd Street, New York City, is performing a practical service in the compilation of lists of recommended plays and other dramatic material. Among these are such compilations as a suggested production list of non-royalty plays, patriotic holiday plays, and ninety new plays. One free copy of each list is available to tax-supported, non-profit institutions. All lists published will be found in the catalogue of National Play Bureau Publications which may be secured on request.

Community Centers—The Social Work Year Book for 1937, issued by the Russell Sage Foundation and scheduled to appear on March 15th, will contain an article on community centers which will be of interest to recreation workers.

Five Major Events in Lexington—The five major events of the year (September 1, 1935—September 1, 1936) in the program of the Playground and Recreation Department of Lexington, Kentucky, according to the annual report are: First, the opening of a new community house to be open six months a year; second, the receipt by the city of a garden and fountain near the center; third, the training and guiding of fifty-two WPA and NYA recreation workers to assist in all phases of the work; and fourth, the serving of free lunches on four playgrounds for five days a week for eight weeks to all children 12 years old and under. These lunches were given by local commercial concerns and consisted of two sandwiches, one sweet and one meat substitute, and a half pint of milk for each child. When milk prices rose, orange crush was substituted. The playgrounds averaged between 88 and 115 lunches a day. The fifth advance was the replacing of policemen in the city parks after an absence of four years.

GROUP WORK INSTITUTE
May 31 — June 19, 1937
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A three weeks institute for experienced professional group workers including credit courses in Principles of Group Work, Supervision of Group Work, Work with Individuals in Groups, The Use of the Skills (dramatics, crafts, music).
A bachelor's degree from a college of approved standing is required for admission.
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CLEVELAND, OHIO

Schools for Job Hunters—Up-to-date methods in job hunting form the course of study in the job information classes now being conducted by the National Youth Administration in Illinois. Sixty thousand Illinois young people have come to these classes since they were opened in January 1936 at meeting places secured through the cooperation of churches, park field houses, settlement houses and other social centers. Teachers were obtained from the adult education program. It was necessary to secure up-to-the-minute information regarding the many present-day industries in order to teach job information. A corps of fourteen trained research workers, all college graduates, were set to work to gather and compile this information. Thirty-two studies have been made, and the monographs published as the result of these studies include aviation, radio manufacturing and broadcasting, air conditioning, Diesel engineering, beauty culture, meat packing, laundry work and dress designing. In giving publicity to the project, in addition to press announcements and mimeographed handbills, the classes used cleverly decorated posters produced with the cooperation of the Federal Arts Project, and a fifteen minute radio program dramatizing the possibilities of the job information classes was written and released each week to twelve stations in Illinois.

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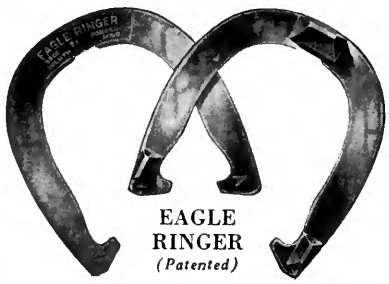

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A Health-Building Game for Old and Young

Pitching Horseshoes is muscle-building recreation that appeals to all types of people. Install a few courts on your grounds, organize a horseshoe club, schedule a tournament. Write for free booklets on club organization, tournament play, etc.

Diamond Official Shoes and accessories are the choice of professionals and amateurs alike. It's economy to purchase equipment with the longest life.

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For the Children's Museum of Boston—The Children's Museum of Boston has begun the construction of a new auditorium which will be modern Georgian in design, of white brick and will have a seating capacity of 512. Measuring 106 feet by 54 feet in its greatest dimensions, it will have a circular lobby, dressing rooms, coat rooms and a janitor's apartment, in addition to the lecture hall with up-to-date equipment. It will be connected with the museum building.

Leisure Time in an Industrial Community

(Continued from page 576)

grind of radio jazz, who, under inspiration and leadership at an early age, would be capable of a high quality of cultural recreation. Increase of leisure alone will not bring that result. There must be not only material resources, but also idea. It is the business of those concerned with recreation to assemble from the ends of the earth every cultural tradition of excellence, every capacity for research in developing sources of creative design, and to create for the great and growing field of recreation recognized educational leadership comparable to that in any other educational field. Then recreation will include not only participation in social activities, but everything which we do because we enjoy it and because we find refreshment and renewal of life in doing it.

Anna Louise Johnson Retires

Miss Anna Louise Johnson, who has been director of the chool playgrounds at Denver, Colorado, since 1908, retired on December 1, 1936, from active service.

Few recreation workers in the country have had so long a record of public service as has Miss Johnson. Teacher at the first kindergarten in Colorado, she began her teaching career in 1891. Miss Johnson founded Denver's play festival, an annual event of the Denver schools for twenty-six years, and she has played an active part in all the recreational developments of the city.

"We the People"—and the Constitution

(Continued from page 589)

erned, that whenever any form of government becomes destructive of these ends it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence indeed will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed."

NOTE: The greater part of this material has been taken directly from pamphlets issued by the government.

Louisville's Fifth Annual Play Contest

(Continued from page 592)

Senior groups, and an individual was selected from each of the three main divisions, Junior, Senior and Open, who, in the opinion of the three well-qualified judges, gave the most outstanding performance.

Mr. Martin, Director of the University of Louisville players, writes of the contest: "We feel that there are few better ways of spending leisure than in the production of plays which call for the cooperation of every person concerned with their production. The friendly rivalry demonstrated by the various groups is stimulating, and the plays themselves are interesting to observe."

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SPRINGFIELD, OHIO

More About Chess

(Continued from page 594)

three reviewed lesson two and then covered such material as the valuation of pieces, stale mate, perpetual checking, drawn games; lesson four reviewed lesson three and then taught the queening of the pawn, and simple end game play; lesson five reviewed all lessons previously taught and covered the first four or five moves of the Ruy Lopez and Guicco Piano openings. Most of the lessons were taught in the playground field houses or in the basement of the school buildings on the playground. The instructor carried twenty chess sets and boards with him, as well as a group of large tagboard charts showing the movements of the pieces, mate, castling, etc.

The children made their own chess sets during the playground construction periods using camera film spools. Details regarding construction were given in an article appearing in the June 1935 issue of RECREATION.

In Cleveland

In Cleveland, Ohio, chess has become popular too. Here NYA workers assigned to the Division of Recreation of the Department of Parks and Public Property have made chessmen designed from patterns of those developed in Milwaukee, though using them in a different way. The spools used were donated by a clothing manufacturer. The figures were sawed from wood, whittled down and glued into the holes in the spools. The pawn was made by using a sawed off golf tee. Chess boards were made from pieces of heavy cardboard such as bolts of material are wound on.

Types of Municipal Recreation Areas

(Continued from page 598)

Bathing Beach or Swimming Pool. The bathing beach is sometimes a part of a larger recreation area but often it consists of a comparatively small tract adjoining a lake, river or ocean. In addition to the bathing area a bath house is required. Sometimes playground apparatus and game courts are provided on or near the beach. Life saving and sports equipment, such as diving boards and floats, are essential. The beach requires the services of

(Continued on page 612)

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Boys' and Girls' Week

April 24—May 1, 1937

BOYS' AND GIRLS' WEEK will be celebrated this year from April 24 to May 1, when the entire country will focus attention on the nation's greatest assets and will give thought to the general welfare of boys and girls.

The daily program suggested in the "Manual of Suggestions" issued by the National Boys' and Girls' Week Committee is as follows:

Saturday, April 24—Boys' and Girls' Recognition Day

The program might include a parade designed to demonstrate the boy and girl power of the community, or a pageant where it is impractical to have a parade. There may be exhibitions such as hobby and pet shows or achievement exhibits.

Sunday, April 25—Boys' and Girls' Day in the Churches

Monday, April 26—Boys' and Girls' Day in Schools

Tuesday, April 27—Boys' and Girls' Vocational Day

Wednesday, April 28—Boys' and Girls' Day in Entertainment and Athletics

The program on this day, it is suggested, might include interschool field meets; marble tournaments; contests in rope skipping, hop scotch and jacks for girls, swimming contests, and life saving exhibitions for both boys and girls; recognition of local athletes; indoor athletic meets in the evening at the school gymnasium, the Y. M. C. A. or the boys' club; folk dance and folk song programs by groups of boys and girls representing the nations from which their parents came; talent exhibitions, possibly in the form of an amateur circus; dramatic contests between groups of children, and a radio amateur hour.

Thursday, April 29—Boys' and Girls' Day in Citizenship

Friday, April 30—Boys' and Girls' Day Out-of-Doors

On this day there might well be hikes taken by groups of boys and over various routes to culminate at a central point where a treasure hunt or picnic may be engaged in by all the groups; open air sports and games, such as kite flying; outdoor rallies of Boy Scouts, Girl Scouts or Camp Fire Girls and other groups; picnic suppers organized by the various local service clubs with a program of appropriate games and other events, such as boat excursions, mountain climbing, nature study hikes and day camps. The day's program may be followed by Boys' and Girls' Evening at Home.

Saturday, May 1—Boys' and Girls' Health Day

NOTE: A copy of the "Manual of Suggestions" may be secured from the Committee at 35 East Wacker Drive, Chicago, Illinois.

Types of Municipal Recreation Areas

(Continued from page 611)

a manager, cashier, one or more bath house assistants and one or more lifeguards.

Swimming Pool. Sometimes this is a separate area although more often it is included in a playground or playfield. Where it is a separate area a space as small as one acre may suffice for a small pool, but several acres are needed for a large pool especially since a parking space should be provided. Frequently courts are provided for games and play activities. The personnel required is comparable to that at the bathing beach.

Athletic Field or Stadium. This is a specialized type of center intended primarily for highly organized games and sports. It is often established at a high school site or as a part of a neighborhood playfield. Because it is intended to serve large numbers of spectators, ample permanent seating facilities are provided and the area is enclosed by a wall or fence. An area smaller than five acres is not satisfactory and often it is as large as twenty acres, especially in the case of a large stadium where an extensive parking area is required.

The athletic field or stadium usually provides a quarter mile running track in which are laid out a football or soccer field and a baseball diamond and facilities for field events. Unless locker, shower and toilet rooms are provided under the stadium a special field house is required. Maintenance equipment, and supplies and space for storing them are also essential. Unlike most of the other areas previously described, the athletic field is often not open to general public use. Therefore continuous supervision is seldom provided although one or more maintenance workers are required.

Municipal Camp. Comparatively few cities have established municipal camps, and as a rule they are located on properties a considerable distance from the city, either on city-owned land or land leased from state or federal authorities. These

(Continued on page 614)

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parents' Magazine, February 1937
Year-Round Value from Camp, by James L. Hymes, Jr.
Family Fun, by Elizabeth King

The Catholic School Journal, February 1937
Education for Leisure, by Rev. Charles P. Bruehl, Ph. D.

School Activities, February 1937
Stunts and Program Material, by W. Marlin Butts
Parties for the Season, by Mary Helen Green
The Popularity of Extra-Curricular Activities in Certain Courses of Study, by F. Byron B. Cory

The American Girl, February 1937
Give a Ski Party, by Anna Coyle

Parks and Recreation, January 1937
Lake Worth Park, by Leo A. McClatchy
Making the Playground Slide More Useful and Beautiful, by Arthur Leland
"The More Abundant Life"
"Old Silver Mine" Ski Tow in Bear Mountain Park

Parks and Recreation, February 1937
Parkway Development Under the National Park Service, by Dudley C. Bayliss
The Palisades Interstate Park

Leisure, February 1937
He Pulls the Strings, by Barbara Lee Reed
The Moving Circus Challenges Model Makers, by Waldon Fawcett
When Three or Four Join in Song, by HildrethMartin
Winter Is the Time to Plan Hikes, by Mark G. Pierce

The American City, February 1937
Berkeley's Yacht Harbor and Aquatic Park
A Large Sports Arena for a Town of 2,500 (Hershey, Pa.)

PAMPHLETS

Seventeenth Annual Report of the Houston Recreation Department

Annual Report of the Bureau of Parks, Recreation and Aviation of the Department of Public Works of Chicago, 1935

Annual Report of the Salt Lake City Recreation Department, 1936

Annual Report of the Newburgh Recreation Commission, 1936

Ninth Annual Report of the Park Association of New York City, 1936

14th Annual Report of the Recreation Commission of Plainfield, N. J., 1936

Annual Activity Report of the Memorial Community Building, Goldsboro, N. C., 1936

Annual Report of the Recreation Department of the Children's Community Center, New Haven, 1936

Winter Program—Mount Vernon Recreation Commission, 1936-1937

Annual Report, Department of Public Recreation, Millburn, N. J., 1936

Child Health Day

May 1, 1937

THE CHILDREN'S BUREAU of the United States Department of Labor is sponsoring Child Health Day activities at the request of the state and provincial health authorities of North America and in accordance with the Congressional Resolution of May 18, 1928, authorizing the President to proclaim May Day as Child Health Day.

The objective for the 1937 observance of the day on Saturday, May 1, will be to promote the extension of year-round child-health services in every community, including services for physically handicapped children. The slogan will be, "Health protection for every child."

State May Day chairmen will be appointed by state health officers to plan the State Child Health Day program and to arrange for the cooperation of organizations concerned with child health. State departments of education will be asked to cooperate by planning and directing school Child Health Day programs.

The program suggested is briefly as follows:

For Community Groups. (1) an evaluation of child-health services in the community based on a survey of existing child-health conditions and organization to promote child health; (2) the launching of new local child-health projects, and (3) exhibits or programs celebrating gains made.

For Children. As a climax for the year's health program — festivals, athletic contests, programs, exhibits celebrating children's growth, vigor, and safety from health hazards.

It is suggested that there be state and local news stories, radio talks and speeches.

Recreation departments will want to cooperate this year, as they have in the past, with local health departments that are promoting the program. Requests for information on state programs or for further material should be sent to May Day chairmen in state health departments.

National Parks Bulletin, February 1937
Issued by the National Parks Association, Washington, D. C.

Annual Report of the Bureau of Recreation, Philadelphia, Pa., 1936

Annual Report of the Recreation Division of the City of Miami, Florida, 1935-1936

Annual Report of the Recreation Commission of the City of Norwalk, Conn., 1936

Annual Report of the Department of Recreation of Two Rivers, Wisconsin, 1936

Annual Report of the Department of Public Recreation of Irvington, N. J., 1936

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Gentlemen, Here are the Forests!

ON THE ROAD toward higher civilization we have come through the age of steam into the age of electricity. Steadily increasing demands are being made on the limited sources from which electric power now comes. From what sources is the new supply of electric power to come?

That was the question facing the Third World Power Conference, which met in September, 1936. In reply the Forest Service of the United States Department of Agriculture said, "Gentlemen, here are the forests." One-third of the United States is forest land.

The relation of the forest to human progress in the age of power is of great concern to the forest service. Recognizing the increased demand for power and the diminishing resources of oil, gas and water, which are used in creating power, the Forest Service appraises its own capacity to meet this growing demand for potential power.

Of our total forest lands 172,600,000 acres are in the hands of state and federal government. The Forest Service of the federal government must "meet the challenge of returning wealth not only measurable in money but also services and social values which will continue as far into the future as men have need of trees."

Preservation of the forests for power is only one aspect of the forest Service. The unscrupulous lumber man, the ravages of fire, the preservation and control of wild life, and the education of Mr. Public on all these problems are among the tasks to which the Forest Service sets itself. To determine when there are too many deer or elk in a forest area careful studies are made to see what deer eat, how much they eat, and then how many deer a given forest can support. Since deer, rabbits and elk kill the trees, and since wolves and bob cats kill the deer, when and how long should the killer of both—man—be allowed to run loose with a gun? When game becomes a menace the hunting season is extended and the balance of wild life is preserved.

It devolves upon the Forest Service to maintain inside the Service a balance which will provide us with the greatest possible harvest of what we want, both from the trees and the animals that live there. Finally the forests are being turned into the most wonderful playgrounds people ever had. Roads, camping grounds and cabins are being built. Streams are stocked with fish. Information as to changing color schemes when frosts turn autumn leaves to red and gold is scattered far and wide. This service is so effective that 17,000,000 people visited the great playgrounds in one year because of the newly found leisure provided by this age of power.

From facts presented in "Here Are Forests," by Martha B. Bruére, Published by the Government Printing Office, Washington, D. C.

Types of Municipal Recreation Areas

(Continued from page 612)

areas afford camping facilities for city groups—either boys, girls, adults or family groups.

The camp should be in a comparatively secluded section. Preferably it should have or border a body of water suitable for swimming. A minimum desirable site is twenty acres; some camps occupy sites of several hundred acres. Many buildings are needed, including sleeping cabins, dining room, recreation hall, nature museum, service buildings, boat house and infirmary. A great variety and quantity of equipment and supplies are needed in establishing and operating a camp.

Necessary personnel includes a camp director and assistants, counselors for small groups, cook and assistants, caretaker, doctor or nurse and leaders for such special activities as nature study, water sports and arts and crafts.

Other Properties

Each of the properties previously discussed provides to a greater or lesser extent opportunities for varied forms of active or organized recreation. In addition there is need in every city for other kinds of properties. One of these is the small landscaped area such as the square, circle or "intown" park. Another is the neighborhood park which varies from a few to twenty-five or more acres and which is primarily a landscaped property. One of these areas should be provided for at least each square mile of the city. Sometimes this type of park is combined with the neighborhood playfield to comprise the neighborhood-playfield park. A third additional type of area is the parkway which in a sense is an elongated park and which often serves to connect large units in a park system.

A New Recreation Frontier

(Continued from page 600)

Three months after the program was established (in the fall of 1936) the "play lady" called regularly each week on fourteen children. Many

William H. Walker

In November, William H. Walker, Executive Secretary of the American Institute of Park Executives, died very suddenly. For over twelve years Mr. Walker served as Superintendent of Parks in South Bend, Indiana, where he built up a splendid park system. He was well known throughout the country for his work in the field of parks and conservation.

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more are on her waiting list. To these children are brought games and simple crafts. They are taken on scrap book trips to foreign countries, learn to observe nature from their windows and attend parties despite braces and casts and wheel chairs.

The Works Progress Administration has cooperated by making decorations for bedside and group parties. A group of women collect scrap material and make handcraft samples for the children and the men have made bedside or lap tables "to fit" and repaired wheel chairs. For those who were discovered to be behind in their studies tutors have been obtained.

Because of this program a fifteen-year-old cardiac case is virtually eating up mathematics, taking guitar and harmonica lessons and turning out craft projects by the score; a fourteen-year-old girl sings over the making of Mexican dolls—she wants to be an opera singer—and a seven-year-old lad, his legs in long casts, has started on a career of painting.

Joy in a Children's Ward

The City Recreation Bureau of Knoxville, Tennessee, keeps its eye on thirty white beds in the children's ward of the General Hospital through the person of a NYA worker. No longer do these thirty boys and girls from six to fourteen who may be in those beds wait drearily for the hours to pass. The "play lady" of Knoxville comes two hours a day except Sunday, providing constructive and entertaining activities for them. There are things to make, games to play, songs to sing and happiness for all. Every two weeks a special entertainment is prepared for the children. Once it was a magician! There was a Santa Claus who brought gifts and the first smile in three weeks to the face of one small lad.

Plans are growing for opening an adjoining room for a play room and a place where games, toys and handcraft materials may be kept.

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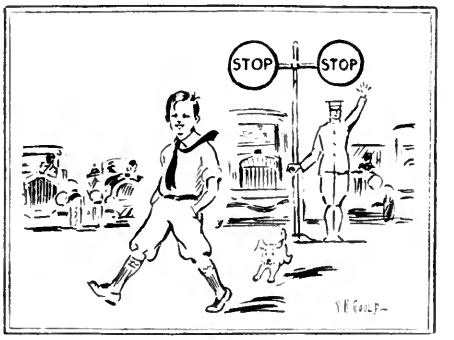

Safety Materials for the Teacher

• The Education Division of the National Safety Council offers a consultation and publications service to the schools on all problems relating to safety teaching.

• **A Special Safety Packet for Playground Directors** is now available. This is a valuable collection of materials to help the playground director promote safety on the playground and consists of ten attractive safety posters, crayon lessons for small children, a short play and a program of activities for supervised playgrounds.

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SAMPLES

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CAMPING WORLD

THE NATIONAL MAGAZINE OF CAMPING

Edited by L. NOEL BOOTH

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Starting with Baseball

The shut-in program for children of Akron, Ohio, was launched in January 1937 by the Recreation Department. A staff member has been assigned to formulate the program, and already the lives of some thirty-five children have been considerably brightened. Who could help being excited and happy if a Chicago White Sox baseball played walked right into his home and talked to him and autographed a ball or a card? No red-blooded youngsters—and these shut-ins radio baseball fans are that. And that is just what happened to thirteen boy and girl "fans" in the first days of the shut-in program. The names of these children have been taken to the spring training place of big league teams, and players will be asked to write to them. It is hoped that when sport, film or radio stars visit Akron they also will visit the shut-in children.

In addition to surprises of this kind there are story-tellers and "readers" who visit the children, a music teacher for those who want to learn and are not too disabled to play, and airplane and toy construction sets to put together.

While the initial group is made up of only thirty-five children whose names were suggested by the Family Service Society, it is planned to enlarge the group as the program is developed.

Tether Ball

(Continued from page 601)

4. Stepping over line into opponent's court.
5. Using pipe upright to aid in jumping for ball.
6. Catching rope and throwing ball and rope.

Equipment Needed

1. 1 piece galvanized pipe 13 feet long.
2. 1 3-inch cap, galvanized.
3. 1 screw-eye.
4. 1 halter-snap (to connect sash cord to screw-eye on pipe).
5. 1 roll No. 8 Samson red spot sash cord.
6. 1 roll strong twine (used in whipping rope).
7. 1 roll tape (tape over whipped places in forming loops to attach ball to rope).
8. 1 light, soft, leather volley ball with strong leather loop attached. Make loop of very strong soft leather. It should be hand-sewn and backed with leather inside ball.
9. 1½ yards gravel (cement mix).
10. 8 sacks cement.
11. 3 pieces ¼ inch by 4 inches by 16 feet (form material).

New Publications in the Leisure Time Field

Wooden Toy-Making

By Winifred M. Horton. The Manual Arts Press, Peoria, Illinois. $1.75.

THIS NEW BOOK on toy-making is valuable and unique in that it presents a creative method of toy-making. Complete directions are given for making a few toys of each type shown accompanied by suggestions which will lead to the designing of toys of a similar nature. The encouragement of originality in design and production is, however, an important objective of the book. Four groups of toys are shown—toys built from waste pieces of wood; toys designed and shaped before building up; toys with simple movement, and others with more complicated movement. The book is delightfully illustrated with pen and crayon drawings.

Skiing for All

By Otto Schniebs. Leisure League of America, New York. $.25.

THE tremendous popularity of skiing makes this book, a recent publication of the Leisure League of America, most timely. Armed with this practical book with its many illustrations, the amateur skier should save himself many a tumble! The booklet includes suggestions for building ski trails and a glossary of ski terms.

Painting As a Hobby

By Stephen D. Thach. Harper and Brothers. New York. $1.75.

ONE OF THE interesting features of this book, which is addressed to those who have had no experience with painting, is that it approaches the undertaking of painting in oils and water colors as a simple, understandable effort rather than a complicated and elaborate task. Step by step the author supplies the essential information which will lead the reader most quickly into an understanding of how to paint—how to mix paint, how to apply it, and how to organize the subject matter.

In Quest of Contentment

By Marjorie Barstow Greenbie. Whittlesey House. McGraw-Hill Book Company, Inc., New York. $2.50.

THE AUTHOR of that delightful book, *The Arts of Leisure,* has given us another guide to the art of living under the title, *In Quest of Contentment.* In this volume Mrs. Greenbie philosophizes on what real basis there is for the hope of happiness and contentment in the life of the average individual. She has grouped under four main headings her suggestions for the readjustment of our inherited ideals to modern knowledge and new social conditions. These include "Contentment in Health," "Contentment in Wealth," "Contentment in Love," and "Leisure and the Ends of Life." Some very sound advice, as well as much interesting philosophy, will be found in Mrs. Greenbie's thought-provoking book.

Safety Through the Year

By Florence Nelson and H. Louise Cottrell. McGraw-Hill Book Company, Incorporated, New York. $.52.

CHILD ACCIDENTS, in spite of the progress which has been made in safety education in the schools, still constitute a very serious problem and there is a distinct need for more material for use in the schools in the promotion of safety education programs. *Safety Through the Year—An Activity—Text—Workbook* provides the safety information necessary for intermediate groups and will fill a long felt need. Ten units are included, sufficient work for a complete course for one year. Opportunity is given to study and discuss the safety information and to supplement it by personal experiences. Many attractive and clarifying illustrations add to the usefulness of this textbook.

Youth Faces the World

Building America. Volume 1. Number 8. Society for Curriculum Study, Inc., 425 West 123rd Street, New York. $.30.

MANY recreation workers are familiar with the Recreation Issue of *Building America,* which is known as "a photographic magazine of modern problems." In this issue the editors have presented most forcefully some of the problems facing youth and some of the steps which are being taken by the government and by youth themselves to meet the situation. The issue is one which recreation workers will not want to miss. A subscription to *Building America,* of which there are eight issues, may be secured for $2.00.

Adventures in Living

By Thomas D. Wood, Anette M. Phelan, Marion O. Lerrigo, Nina B. Lamkin and Thurman B. Rice. Thomas Nelson and Sons, New York.

HERE is a series of five books designed to teach health as a means to abundant living and not as an end in itself. The ultimate purpose of the series is to give the child a well-rounded, sound and sensible concept of live—to make the business of living an absorbing and ever broadening adventure. The books now available are: *Now We Are Growing* ($.60) Grade 3—Subject matter is presented in stories of the family life of four children, their parents and their dog; *Many Ways of Living* ($.60) Grade 4—This book tells how children live in many lands and shows how basic health principles apply to their lives; *Keeping Fit* ($.72) Grade 5—Scientific subject matter is introduced in an elementary way; *Blazing the Trail* ($.80) Grade 6—Accounts are given of pioneer scientific discoveries; *How We Live* ($.80) Grades 7 and 8—This is a study of the body at work and at rest, and material is presented in units related to essential life functions.

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Music Education.

National Society for the Study of Education. Public School Publishing Co., Bloomington, Illinois.

Though especially designed for school people, *Music Education* should be read by anyone who has anything to do with the choice and direction of musical activities anywhere in a community. Indeed, it could be read with profit by any recreation leader, for it reveals in very interesting philosophy as well as in practical detail how education and recreation turn out to be happily the same when each is seen in its own best light.

The book starts with this philosophy very practicably presented by Columbia's Professor James L. Mursell. Relationships of music to other subjects are discussed by Professor Peter W. Dykema. His brief statement of the differences between the "functional approach" and the "technical approach" is especially revealing. A terse and very telling chapter on *The Place of Music in a System of Education* throws light incidentally on the insight by which its author, Miss Lilla Belle Pitts, has become a remarkably successful teacher of fine music among all sorts of adolescent boys and girls where success is most rare. What constitutes musical talent, and where and how is it found? This question is discussed by Dr. Jacob Kwalwasser of Syracuse University.

Following these chapters a second section deals in considerable detail with the various musical activities as they are carried on in the best schools—with rhythm and simple dancing, singing, ear-training, instrumental activities, listening, reading music, music theory and creative activities. The last of these topics is discussed by Dr. Will Earhart, director of music in Pittsburgh's public schools. Dr. Earhart knows whereof he writes. Each of the other chapters on activities is likewise the work of an authority. That this reviewer cannot agree with every thought in them is at best for him a token that other people in the recreation field will also find stimulus to careful judgment.

The third and final section of the book has seven chapters on the organization and administration of music in schools, including two on equipment, one on the selection and training of teachers and, very significantly, one on a program of music activities outside the school. These also are by persons who can speak with authority. The writer of the last chapter mentioned is Professor Edgar B. Gordon of the University of Wisconsin, who has for many years been among school music teachers the principal advocate of amateur music-making, especially in small, informal, non-concert-giving groups, both outside and inside the schools. He is the sort of person around whom such happy music-making springs wherever he stays. This book should help to develop more such persons.—*A. D. Zanzig.*

Family Behavior.

By Bess V. Cunningham, Ph.D., W. B. Saunders Company, Philadelphia. $2.75.

Many situations which arise in everyday life and which are familiar to all of us are held up for examination in this textbook and are analyzed in relation to the part they play in promoting or hindering an ideal state of affairs. A chapter on "Using Leisure" presents an approach to the subject of the use of leisure which is practical and interesting. "A philosophy of leisure," says Dr. Cunningham, "cannot be defined for everyone, but the modern family which might be willing to try to evolve its own would undoubtedly be well repaid."

The Municipal Year Book 1936.

Edited by Clarence E. Ridley and Orin F. Nolting. The International City Managers' Association, Chicago. $4.00 postpaid.

The 1936 Year Book contains five main divisions. (1) Municipal Administration, which offers a number of articles on municipal activities in 1935 by outstanding authorities; (2) deals with Governmental Units; (3) with Municipal Personnel; (4) with Muncipal Finance, and (5) with Sources of Information. Municipal officials and all interested in government will find this book of great value.

A Step Forward for Adult Civic Education.

Bulletin, 1936, No. 16. Office of Education. Government Printing Office, Washington, D. C. $.10.

The story of ten forum demonstration centers sponsored by the United States Office of Education and managed by local educational agencies is told in this attractively illustrated booklet. The material is convincingly presented in a way to give the reader a clear picture of the significance of these centers for "civic enlightenment through free public discussion."

Squash Racquets.

By John Skillman. Whittlesey House. McGraw-Hill Book Company, Inc., New York. $2.50.

The needs of both players and teachers are considered in this book which discusses the technique of a game which is rapidly growing in popularity at schools and colleges, in clubs and other centers. Actual plays are discussed in detail, suggestions are given for training and for tournament play, and there is, in addition, a special chapter on squash racquets for women, together with a section on the rules and court specifications. Illustrations and diagrams are included.

Parent-Teacher Publicity.

Edited by Clarice Wade, Publicity Secretary. National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C. Paper, $.25; cloth, $.50.

Although written primarily for parent-teacher workers, the material in this booklet is equally appropriate for individuals interested in publicity relations with other organizations and agencies. Chapters particularly applicable to all groups are the Publicity Committee; Publicity Channels; The Press and Publicity; Suggestions on News Writing, and Style Sheet. Recreation workers will do well to add this booklet to their libraries.

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